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# AUTHORIZATION REQUEST FOR THE COMMUNITY RELATIONS SERVICE, DEPARTMENT OF JUSTICE, FISCAL YEAR 1994

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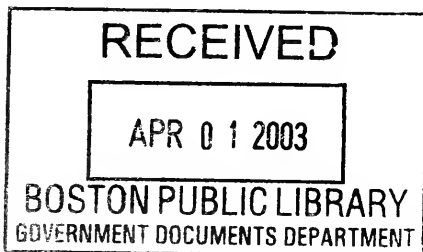
## HEARING

BEFORE THE  
SUBCOMMITTEE ON  
CIVIL AND CONSTITUTIONAL RIGHTS  
OF THE  
COMMITTEE ON THE JUDICIARY  
HOUSE OF REPRESENTATIVES  
ONE HUNDRED THIRD CONGRESS

FIRST SESSION

MAY 13, 1993

**Serial No. 76**



Printed for the use of the Committee on the Judiciary

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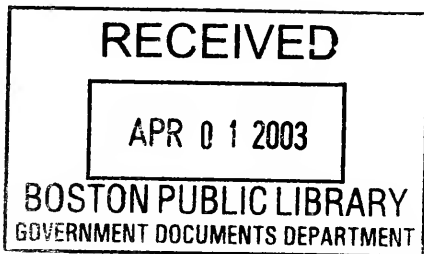
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# **AUTHORIZATION REQUEST FOR THE COMMUNITY RELATIONS SERVICE, DEPARTMENT OF JUSTICE, FISCAL YEAR 1994**

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**THURSDAY, MAY 13, 1993**

HOUSE OF REPRESENTATIVES,  
SUBCOMMITTEE ON CIVIL AND CONSTITUTIONAL RIGHTS,  
COMMITTEE ON THE JUDICIARY,  
*Washington, DC.*

The subcommittee met, pursuant to notice, at 10 a.m., in room 2237, Rayburn House Office Building, Hon. Don Edwards (chairman of the subcommittee) presiding.

Present: Representatives Don Edwards, Barney Frank, Craig A. Washington, Jerrold Nadler, Henry J. Hyde, and Howard Coble.

Also present: Ivy Davis-Fox, assistant counsel, and Kathryn A. Hazeem, minority counsel.

## **OPENING STATEMENT OF CHAIRMAN EDWARDS**

Mr. EDWARDS. The subcommittee will come to order. We welcome all of you.

The subcommittee today is holding a hearing on the fiscal year 1994 authorization request of the Community Relations Service of the U.S. Department of Justice.

CRS was established by title X of the 1964 Civil Rights Act. That was quite an experience. I was here during the 1964 act, and that was the one that broke the back of apartheid in this country. It was a wonderful, wonderful bill. I suppose it could have been this writer's greatest civil rights bill ever enacted, the omnibus bill. We did everything, as you know. And the mission of the organization is to resolve community conflicts arising from discrimination claims based on race, color, or national origin. It is the only Federal agency dedicated to that task.

In addition, CRS works with voluntary and Government agencies to provide humanitarian service for the successful resettlement of Haitian and Cuban entrants to the United States following their release from Immigration Service.

Today's hearing should be quite extraordinary because we have some unusual witnesses who will be using an atypical format. Accompanying the Acting Director of CRS are the regional directors and some of the top staff from around the country. Several of these individuals will be making presentations today, including acting out a scenario which will enable us to understand better how the agency responds to community crises relating to race, color, or national origin.

The subcommittee is quite familiar with the statutory mandate of the Community Relations Service, but I believe today's representations will give the members of your authorizing committee a better understanding of how you do your jobs.

I welcome you and I recognize with pleasure the gentleman from Illinois——

[Laughter.]

Mr. EDWARDS [continuing]. Our friend, Mr. Hyde.

Mr. HYDE. Thank you, sir. I have an opening statement which I would ask leave to put in the record and we can get on with the hearing.

Thank you.

Mr. EDWARDS. Thank you, Mr. Hyde.

[The opening statement of Mr. Hyde follows:]



OPENING STATEMENT  
OF  
CONGRESSMAN HENRY J. HYDE  
May 13, 1993

The Community Relations Service was established as part of the Civil Rights Act of 1964 to provide assistance to communities and individuals in resolving disputes and disagreements based on race, color and national origin.

In addition, in 1983, CRS was charged with the duty <sup>of</sup> ~~to~~ administering the Cuban/Haitian Entrant Program. This program provides assistance for the processing, reception and placement of Cuban and Haitians in the United States.

As our nation grows in diversity, the Community Relations Service, which specializes in communication, mediation and conciliation -- bringing people together -- becomes more critical to our survival as one people.

This week CRS is holding a training seminar for the staff and directors of its regional and field offices. I understand that as part of the presentation today, we will be presented with some

role-playing exercises performed by CRS regional directors. I look forward to the participation of those of you who labor in the fields and anticipate that the subcommittee will gain a greater understanding of the work of CRS.

Thank you, Mr. Chairman.

Mr. HYDE. Will you please raise your right hand, all of you, and all of you who are going to testify, please, and swear or affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?

[A chorus of "I do."]

[Witnesses sworn.]

Mr. EDWARDS. Mr. Jeffrey L. Weiss is the Acting Director of the Community Relations Service. The subcommittee has reviewed your prepared statement and, without objection, it will be made a part of the record. Thank you, Mr. Weiss, for making your staff available, and you will please introduce your colleagues. We look forward to your presentation.

**STATEMENT OF JEFFREY L. WEISS, ACTING DIRECTOR, COMMUNITY RELATIONS SERVICE, U.S. DEPARTMENT OF JUSTICE, ACCOMPANIED BY MARTIN A. WALSH, REGIONAL DIRECTOR, REGION I, NEW ENGLAND REGIONAL OFFICE; PATRICIA A. GLENN, REGIONAL DIRECTOR, REGION II, NEW YORK REGIONAL OFFICE; JONATHAN CHACE, REGIONAL DIRECTOR, REGION III, MID-ATLANTIC REGIONAL OFFICE; OZELL SUTTON, REGIONAL DIRECTOR, REGION III, SOUTH-EAST REGIONAL OFFICE; JESSE TAYLOR, REGION V, MID-WEST REGIONAL OFFICE; GUSTAVO GAYNETT, DIRECTOR OF FIELD OPERATIONS, REGION V, DETROIT FIELD OFFICE; GILBERT J. CHAVEZ, REGIONAL DIRECTOR, REGION VI, SOUTHEAST REGIONAL OFFICE; JOHN G. PEREZ, DIRECTOR OF FIELD OPERATIONS, REGION VI, HOUSTON FIELD OFFICE; ATKINS W. WARREN, REGIONAL DIRECTOR, REGION VII, CENTRAL REGIONAL OFFICE; LEO E. CARDENAS, REGIONAL DIRECTOR, REGION VIII, ROCKY MOUNTAIN REGIONAL OFFICE; JULIAN KLUGMAN, REGIONAL DIRECTOR, REGION IX, WESTERN REGIONAL OFFICE; BOB HUGHES, REGIONAL DIRECTOR, REGION X, NORTHWEST REGIONAL OFFICE; KEN LUTBECKER, ASSOCIATE DIRECTOR, CUBAN-HAITIAN ENTRANT PROGRAM; GAIL PADGETT, DIRECTOR, OFFICE OF TECHNICAL ASSISTANCE; LINDA MARTIN CRAWFORD, GENERAL COUNSEL; EULA THOMAS, OFFICE OF ADMINISTRATION; MAURICE CLIFFORD, OFFICE OF PLANNING, BUDGET AND EVALUATION; AND LAWRENCE TURNER, SENIOR CONCILIATION SPECIALIST**

Mr. WEISS. Thank you, Chairman Edwards, Congressman Hyde, Ivy, and Kathryn. We are delighted to be here in a setting this week that affords us a rather unique opportunity, as you indicated, to show our practitioners to you. We have our 10 regional directors from across the country that cover all of our regions, all our major cities, with a conciliator from each of their regions here for a specialized training program on preventing and responding to violent situations. I would like to introduce them to you and then proceed with our form of educational entertainment on casework and role-playing, as Ivy said, that really crystallized for her—she had an opportunity to attend some of our training sessions this week—crystallized the immediate and concrete and important nature of what CRS does. We hope to convey some of that in this room, and we thank you all for giving us this opportunity.

I would like to introduce the staff and ask them to stand so you can identify face and person, and also indicate some of their diverse skills and interests.

From Region I, which handles New England, that is our New England Region, Regional Director Marty Walsh, and he has specialized skills in secondary school disputes, higher education disputes, and police-community relations.

Region II, Patricia Glenn, which covers the Northeast as well as the Virgin Islands, has specific skills in black-Korean conflicts, police-community relations, community-oriented policing, and higher education.

Region III, which covers the Mid-Atlantic States, John Chace, with specific skills in higher education disputes, conflict resolution skills training, and John is also the dean of the Community Relations Service faculty, the training faculty.

From Region IV, based out of Atlanta, which covers our Southeast, Ozell Sutton, and Ozell has great expertise in contingency planning, hate groups, and crisis response.

Region V, Jesse Taylor, based out of Chicago, with definite skills in civilian review of policy, employment discrimination, and housing discrimination.

Region VI, the Southwest, our center being in Dallas, Gil Chavez, with skills in bank loans discrimination and Border Patrol disputes.

Region VII, the heartland of America, the Great Plains States, Atkins Warren, with skills experience in police community relations, community-oriented policing, and student response teams that respond to conflict resolution in school districts.

Region VIII, home of the new Rockies baseball team, the Rocky Mountain Region, Leo Cardenas, with skills in civilian oversight of police, hate groups, Native American jurisdictional issues, and Native American religious disputes.

Region IX, our Western Region, Julian Klugman, Regional Director, specific skills in contingency planning, student response teams, community-police relations.

Region X, our Regional Director is Robert Lamb, many of you know well. His wife is ill and he has been in the hospital, and he was not able to join us this week. But Bob Hughes is here with us with specific skills in human relations commissions, Native Alaskan issues, law enforcement, and hate groups.

With us also Ken Lutbecker, who is our Associate Director for the Cuban-Haitian Entrant Program. I think many of you are aware of our work in resettlement, humanitarian resettlement of those approved by the asylum corps to come into the States from Guantanamo Naval Base. Ken directs that program as well as dealing with new Cuban entrants that come in on rafts and ships and wind-surfers into south Florida.

We also have Gail Padgett, who is Director of our Office of Technical Assistance and Support, which handles staff development for field, hotline, media policies, and casework.

Our General Counsel, Linda Martin Crawford.

Our head of the Office of Administration, Eula Thomas.

And Maurice Clifford, who directs our Office of Planning, Budget, and Evaluation.

[The prepared statement of Mr. Weiss follows:]

DEPARTMENT OF JUSTICE  
COMMUNITY RELATIONS SERVICE

STATEMENT OF ACTING DIRECTOR  
JEFFREY L. WEISS  
BEFORE THE HOUSE JUDICIARY SUBCOMMITTEE ON  
CIVIL AND CONSTITUTIONAL RIGHTS

Mr. Chairman and Members of the Subcommittee:

I am pleased to have the opportunity to appear before you in support of the 1994 budget request for the Community Relations Service.

The Community Relations Service was established by Title X of the Civil Rights Act of 1964 (42 USC 2000g, *et. seq.*). Its mandate, under this Act, is to:

"...provide assistance to communities and persons therein in resolving disputes, disagreements, or difficulties relating to discriminatory practices based on race, color, or national origin which impair the rights of persons in such communities under the Constitution or the laws of the United States or which affect or may affect interstate commerce."

Under Title X, CRS also may offer its services whenever:

"...peaceful relations among the citizens...are threatened..., either upon its own motion or upon the request of an appropriate State or local official or other interested person," and, whenever possible CRS is to

"...seek and utilize the cooperation of appropriate State or local, public or private agencies."

In March of 1983, pursuant to Executive Order 12341 (January 21, 1982), the Attorney General expanded CRS' mandate to include responsibility for the Cuban/Haitian Entrant Program (CHEP), as authorized by Section 501(c)(1)(A) of the Refugee Education Assistance Act of 1980 (8 USC 1522). CRS' mandate under this Act is to:

"...provide assistance for the processing, care, maintenance, security, transportation, and initial reception and placement in the United States of Cuban and Haitian entrants."

For 1994, CRS is requesting a total of 119 positions, 112 workyears, and \$34,545,000. The request is distributed between CRS' two activities as follows:

- 90 positions, 90 workyears and \$9,828,000 for conflict resolution activities, and
- 29 positions, 22 workyears and \$24,717,000 for the reception, processing and care of Cubans and Haitian entrants.

Conflict Resolution

The Conflict Resolution activity operates through ten regional offices located in the cities designated as Federal regional centers, and three field offices located in Miami, Detroit, and Houston.

CRS staff seek to prevent or resolve community conflicts and tensions arising from actions, policies, and practices perceived to be discriminatory on the basis of race, color, or national origin. CRS provides services, including conciliation, mediation, and technical assistance directly to people and their communities. The most visible, recent example of CRS' efforts was our work in Los Angeles.

After the Los Angeles riot and until the verdict was announced in the Federal civil rights trial, CRS maintained a significant on-site presence in Los Angeles, by detailing staff from its San Francisco Office and other regional offices across the country. Prevention and crisis response activities were conducted in the following areas: police use of excessive force; Black/Korean conflicts; gang/police and intergang conflicts; delivery of emergency services by FEMA; minority contractor conflicts; and racial conflicts in schools. In anticipation of the verdict in the Federal trial, CRS expanded its deployment,



and engaged in extensive community outreach and contingency planning, designed to reduce the prospects of a civil disorder.

CRS does not take sides among disputing parties and in promoting the principles and ideals of non-discrimination, applies skills that allow parties to come to their own agreements.

The 1994 request for the Conflict Resolution activity includes a reduction of 1 position, 1 workyear, and \$55,000 in compliance with President Clinton's determination to reduce federal employment and a reduction of \$29,000 in administrative costs savings.

#### Reception, Processing and Care of Cuban and Haitian Entrants

Working with voluntary and governmental agencies, CRS' Headquarters and Miami field offices provide humanitarian services for the successful resettlement of Cubans and Haitian entrants. These services include shelter care, child welfare, and family reunification for these individuals following their release from Immigration and Naturalization Service custody.

CRS primary and secondary resettlement activities are provided to new arrivals through grants awarded to non-profit

agencies. This program provides for the initial subsistence of the entrants, unites them with family already in the U.S., or a suitable sponsor, and aids them in acquiring employment and the skills necessary for self-sufficiency. CRS also employs non-profit agencies to operate shelter care programs for unaccompanied minors until they can be reunited with family members or placed in a foster or group home.

Transitional programs for Mariel Cuban ex-offenders are provided by CRS through non-profit agencies and the Public Health Service. Approximately 10,000 of the nearly 125,000 Cubans who entered the U.S. during the Mariel boatlift of 1980 do not qualify for legal residency in the U.S. due to criminality or mental health. At last count, on April 27, 1993, 2,551 Mariel Cubans were serving criminal sentences in Federal, State or local institutions. In addition, on the same date, another 1,737 Mariel Cubans--most of whom were retained in custody as a result of a serious criminal offense--were being held in detention by INS, pending a determination of their suitability for parole. INS reviews each case annually and determines whether the detainee qualifies for release. Those who are determined to be eligible for release are then placed, on a space available basis, in one of the following:

- CRS family sponsorship program, for those with less serious criminal records, shorter periods of incarceration,

and higher levels of social functioning and employment skills.

- CRS halfway house program, for parolees with serious criminal records, lengthy periods of incarceration, and limited job skills.
- PHS halfway house funded by CRS, for parolees outplaced from mental health or drug abuse treatment. One site provides specialized drug treatment follow-up services. Another provides follow-up psychiatric treatment for acute care cases and also specializes in longer-term programs for the chronically mentally ill and/or developmentally disabled.

The last aspect of the Cuban/Haitian entrant activity is the inpatient mental health treatment facility located at St Elizabeths Hospital in Washington, D.C. At this facility, the Public Health Service, funded by CRS, delivers physical and mental health care and substance abuse treatment to Mariel Cuban patients. About half of the patients at this facility, at any given point in time, suffer from a chronic condition that is unlikely to improve. The other half are there to receive acute care, and most of them will eventually be released through a PHS halfway house program.

As with the conflict resolution activity, the 1994 request for the Cuban/Haitian entrant activity contains a reduction of 1 position, 1 workyear, and \$55,000 in support of the Administration's program to reduce federal employment and a reduction of \$10,000 in administrative cost savings.

An investment of \$6,630,000 is proposed to augment the financial resources available for the Cuban/Haitian entrant activity. These funds are required to provide for primary and secondary resettlement assistance to an increased number of new arrivals anticipated in 1994 and for the continued provision of inpatient physical and mental health care and substance abuse treatment to Mariel Cuban detainees.

As reflected in the CRS budget submission, the number of Cubans rescued at sea by the Coast Guard has increased dramatically in the past two years. This trend is supported by our experience thus far in 1993. A continuation of the increase in Cuban entrants is anticipated for 1994. Discounting last year's experience with the mass migration from Haiti, some increase in the number of Haitian entrants is also contemplated. However, I would like to emphasize that the principal source of new arrivals is, and is expected to be, Cuba.

CRS' base level resources are only sufficient to accommodate approximately 1,658 entrants, including 200 unaccompanied minors.

The requested investment of \$2,930,000 will enable CRS to provide resettlement assistance to an additional 2,442 Cubans and Haitians who are expected to enter the United States in 1994. Base level resources, combined with the investment requested for this program in 1994, will provide for resettlement assistance for a total of 4,100 entrants, including 200 unaccompanied minors. These levels, represent our best estimate of the number of entrants in 1994.

The remainder of the investment requested for CRS, \$3.7 million, is intended for the operation of an inpatient facility at which Mariel Cubans can receive physical and mental health care and substance abuse treatment. The recipients of this care represent a unique responsibility for the Federal Government, in that these individuals can neither adjust their immigration status, nor be deported. Although some of the Mariel Cubans in this program may eventually progress to civilian society, about half of the beds financed by CRS are filled by patients with chronic conditions, requiring continuous care.

At present, CRS finances 95 beds, approximately half of which are funded by carry-over resources; i.e., unobligated funds residing in the account at the conclusion of 1992. By the end of 1993, however, all available resources will be consumed, leaving only enough funds at the base funding level for 50 beds. At this level, the inpatient mental health program will be reduced to

caring for those who cannot care for themselves. With the investment requested for this program, CRS will be able to retain 89 of the 95 beds currently available for Mariel Cuban patients. This will permit the program to be extended to as many as another 100 Mariel Cuban detainees who will eventually succeed in making the transition to self-sufficiency.

This concludes my statement on behalf of the CRS authorization request for 1994.

I appreciate this opportunity to address the Subcommittee.

# HOUSE JUDICIARY SUBCOMMITTEE ON CIVIL AND CONSTITUTIONAL RIGHTS

## AUTHORIZATION HEARING

### DEPARTMENT OF JUSTICE Community Relations Service

#### Witness List

Jeffrey L. Weiss	Acting Director Community Relations Service
Gail B. Padgett	Associate Director Technical Assistance and Support
Maurice C. Clifford, III	Associate Director Planning, Budget and Evaluation
Kenneth E. Leutbecker	Associate Director Immigration and Refugee Affairs
Eula D. Thomas	Associate Director Office of Administration
Linda L. Martin-Crawford	General Counsel Office of the Director
Martin A. Walsh	Region I - New England Regional Office - Boston
Patricia A. Glenn	Region II - New York Regional Office - New York
Jonathan Chace	Region III - Mid-Atlantic Regional Office - Philadelphia
Ozell Sutton	Region IV - Southeast Regional Office - Atlanta
Jesse Taylor	Region V - Mid-West Regional Office - Chicago
Gilbert J. Chavez	Region VI - Southwest Regional Office - Dallas
Atkins W. Warren	Region VII - Central Regional Office - Kansas City
Leo E. Cardenas	Region VIII - Rocky Mountain Regional Office - Denver
Julian Klugman	Region IX - Western Regional Office San Francisco
Robert Lamb, Jr.	Region X - Northwest Regional Office Seattle

Mr. WEISS. I would like to proceed, if I may, directly to our senior dean of regional directors, Ozell Sutton, who will present a short but informative history of CRS in the times in which it has operated, and the racial climate in this country and the challenges we face today.

Ozell.

Mr. SUTTON. Mr. Chair, Congressman, Counsellpersons, I am Ozell Sutton, Regional Director out of Atlanta, the Southeast Region. I came to the agency very early in its history. I actually was a participant in conceptualizing the agency. We came to Washington in 1963—at that time I was Director of the Arkansas Council on Human Relations—to conceptualize, if you please, the Civil Rights Act of 1964 and what could be done if we could get the legislation with which to do it.

I served on two task forces in relationship to that 1963 conference that took place shortly after the march on Washington that we all are so familiar with, and in which I participated. I served on two specific task forces: the task force of title X, of the Community Relations Service, the task force of title VII, which produced the EEOC, as you will remember.

These were traumatic days, and it took some unusual actions on the part of the Congress and on the part of the country to deal with that, and that unusual action was the production of the Civil Rights Act of 1964. That act was born in a time of great turmoil in this country, as you know so well.

I came aboard with the agency in 1966, after it had been in operation a little more than a year. It began with a task force coming out of main Justice and other places, the Civil Rights Division, and then got organized in late 1964 with permanent staff persons, and I came aboard in 1966 as a field representative in the South and throughout the South. There were four other persons aboard in the Southern Region at that time. Four white men and women, and I was the other half of all teams at that time working throughout, in those traumatic days of the early and mid-1960's that we worked so hard.

And then in 1966 also, as you will recall, the agency was transferred from Commerce, as it was first placed, into the U.S. Department of Justice because Mr. Johnson and Congresspersons thought it could best serve the country within the context of the U.S. Department of Justice. And then in 1983 we took on the immigration/refugee affairs responsibility that we now have in the agency. Those are three stages of this agency.

In the beginning it was anticipated that there would be traumatic racial conflict as a result of the Civil Rights Act of 1964, just like dramatic conflict followed, as you will remember, the 1954 decision, school desegregation decision, and CRS was created to assist communities, agencies or organizations, institutions, what have you, in the resolution and prevention of conflict throughout our country, and we have played that role for a good long time now, and we continue to play it.

I just want to say that we have come to another stage in the racial situation. Racism is still pervasive, as we all know, and still at a stage of heightened conflict, and the conflict has changed a bit because the whole issue has changed a bit. The conflict in 1964 was



primarily black and white. It was just that plain and just that simple and just that easy to recognize. But as we are a multicultural, multiracial Nation, the conflict has moved from just black and white questions to multiethnic and multiracial questions; the conflict between or among ethnic and racial minorities as well as the old conflict with which we have been dealing all of these years.

And CRS has the added responsibility of trying now to bring some kind of sanity and peace and a resolution of problems across many lines. We come with the full recognition that the strength of our Nation truly is our multicultural and our multiethnic existence, and we come trying to help resolve problems along those lines that the Nation can make a full, full use of the multination of its constituency and of its citizenship. That is our strength. That is where we have to come from. We cannot be a one culture nation, and yet we act that way sometime.

So I just wanted to review the struggle that has gone on from 1964 with this act and with this agency until now, and to give you some flavor of what it is that we now face. This little agency will face these problems with the same amount of resoluteness as it faced the early days of desegregation in this country.

Mr. EDWARDS. Thank you, Mr. Sutton.

Mr. WEISS. Thank you, Ozell.

We would like to move now to a role-play. We have our Regional Director, Marty Walsh, from Boston, and Larry Turner, Senior Conciliation Specialist, and this is a situation on what we do when violence is occurring in a city. They will set the stage and then go into the role-play.

Mr. WALSH. Good morning, Chairman Edwards and Congressman Hyde. Thank you so much for inviting us.

Let me set the scene of what we are trying to do, and Ms. Davis saw it at one of our trainings. What we have been trying to do is to utilize experiences from the past in order to refine our methodology and approach and procedures to deal with these major conflicts that arise in our country and prepare our staff better for being able to address those in a positive and a comprehensive way, and to share the experiences that we have had in one part of the country with those in other parts of the country so that we all learn from one another and get our resolution experiences and skills to the highest level.

What we have done in this scene today is to take from a problem that took place in 1984 in Lawrence, MA, when there was a civil disturbance in the middle of the summer of 1984 in which CRS was asked to respond, and we did. And we will go through some of the procedures that we did in developing our approach both at the first 2 hours, what we do within the first 2 hours of being notified that there is a problem, and then we will go to what we do within the first 24 hours, so that you can see how we proceed on the basis of our set procedures and policies, but yet taking into consideration the dynamics of what is taking place in the community.

Joining me today to make this presentation is our Senior Conciliation Specialist from the New England Region, who has been with the Community Relations Service for 22 years, Mr. Lawrence Turner. And I, myself, I might say I am not as old as Ozell. I have been with the Community Relations Service for 25 years.

So, if we can get started. What the setting is, if you could just imagine, Congressmen, where we are. We are in the office of the New England Regional Office. It is on the morning after that night of problems, the first night of problems in Lawrence, and Larry and I are there along with other members of our staff. So if you would imagine that. We two will just play everyone on our staff, if you would.

Larry, good morning.

Mr. TURNER. Good morning, Marty.

Mr. WALSH. You called me about the problem you heard up in Lawrence last night. Could you fill me in on what you know at the present time?

Mr. TURNER. Yes. Last night, according to the media reports I got this morning, early during the evening there appeared to be some kind of confrontation between a number of youth there. Now the media is only reporting what the police officers gave them as far as their report. Didn't have a lot of media on-site at that time.

They did state though, according to this article that we have, that there were a number of people injured. Property damage was in the neighborhood of \$250,000, just an estimated figure. Also, there is some concern because they found a stockpile of Molotov cocktails in the area as police officers were trying to get things under control. From what we see right now, 40 arrests have been made, and it seems as though the community is quite tense and something has to be done. So I think we need to talk about that a little bit more and get out there today.

Mr. WALSH. I am glad that you filled us in on that. As soon as you called me this morning, I told the staff to come in and they are all here. And one of the good things about this is that everyone is here. So we have you, and Josie, and Tim, and Stacey are here and available. So I think the problem appears to be of significance to us and I think we need to look into this.

My sense, Larry, is that let us divide ourselves into two different teams, and I think you and Stacey should go together, and Josephine and Tim will go together. And you, if you would, deal with the police and the city officials, and find out exactly what is happening from their perspective. Get their view as to how serious it is and the problems there.

And, Josephine, you and Tim, if you would go to the community leadership, especially the Hispanic leadership because, Larry, you did mention that the Hispanic leadership was involved in this last night and some of the injuries affected them and the police.

Mr. TURNER. Yes. Apparently this is according to the reports right now.

Mr. WALSH. Right. And so touch base with them and also, I think, the Greater Lawrence Community Action Agency because they have been a good force in Lawrence and have helped us in the past in dealing with some of these types of problems. I think that is—any problem with that deployment?

Mr. TURNER. No, no problem with it. I think a couple of things we need to do real fast is that as soon as we finish this meeting here Tim and—Stacey and I will start making a contact with the chief of police. We will call from the office. I want to talk to him

to get an assessment, to find out what their perception is of the problem versus what appears in the media here.

Also, there are some community contacts that we have had from past experiences, so Josie and someone will be getting in touch with some of the Hispanic leaders that we have in that community and the Community Action Agency that you mentioned.

I would appreciate it if you would kind of talk to the mayor, let the mayor know that we are concerned and get his perception of it. Tell him that we are on our way to town so that we can stop by and talk to him after we talk to some of the community leaders. We need to try to get this picture together.

Mr. WALSH. Absolutely. And, as you know—remember we have dealt up there with the mayor and the police on some of these issues over the past couple of years, and that friction between the Hispanic community and the police department has been simmering. I know the mayor is informed of our work up there, but I will tell him about this.

In the meantime, I will notify CRS headquarters to get them on the alert so that they can notify main Justice as to the problem and the fact that we are on our way to the community.

Now, I think the place—since Lawrence is only about 35 miles away, why don't we just use GSA cars? OK? We have two cars. You take one, and, Josie, you take the other one, and the two teams travel together.

Insofar as our operations headquarters, I will stay here at the office and we will use our office as headquarters. I don't think we need to put a temporary headquarters out there in Lawrence. Do you?

Mr. TURNER. Not with that distance; no.

Mr. WALSH. OK. Now, with the cars, will you take the communications equipment? I think the cellular phones. OK? And the radios for communication among yourselves. And you also have the beepers, right?

Mr. TURNER. Yes.

Mr. WALSH. OK. And make sure that you call back within every 2 hours, keep me informed so that we know what is taking place and I can share information among you if you are not in contact with one another. Is that all right?

Mr. TURNER. Yes. We will contact you, but we are going to stay in touch with each other, the two teams up there.

Mr. WALSH. OK.

Mr. TURNER. So, if we need to help out each other while we are there or to get some information across, we will do that.

Mr. WALSH. OK. Remember you are in charge of one team. Josie, you are in charge of the other team.

Now, I think if this thing looks bad we better start putting some of our other people on notice. I will call in the meantime. I think what we sense is it is affecting the Hispanic community a lot.

I am going to call our New York office and I will see if I can get Mike Fernandez and Vic Rizzo on standby, and I will call our Philadelphia office, and I will see if I can get Ada Montair on standby, and maybe Henry Mitchum to take care of coordination of our operation here, because I will want to be out in the field, meet with the mayor and everything. OK?

Mr. TURNER. OK. Now, by getting those people in you are making sure that each of one of our teams has the language capability to communicate with them.

Mr. WALSH. Absolutely, right. So we need bilingual because of the heavy Hispanic population in Lawrence. OK.

Mr. TURNER. OK.

Mr. WALSH. OK. Go and keep me informed.

Mr. TURNER. Fine. All right.

Mr. WALSH. That is the break for the first 2 hours. That is what we usually do within the first 2 hours.

Now, the next setting is the next morning at our office. This was 8 o'clock, say, on a Tuesday morning. This will be 8 o'clock on Wednesday morning after the first 24 hours of our work out in the field and what procedures we go through, Mr. Chairman.

Mr. EDWARDS. Very good.

Mr. WALSH. Larry, could you fill me in on what happened yesterday and what is taking place, what our assessment has found?

Mr. TURNER. Yes. We found the story behind what happened quite different from what was in the media. To get our information, we made contact with some elected officials. We made contact with the community leaders both in—there are very few blacks in the community, but we touched base with them to find out how the African-American community felt about this situation.

We also, since the incident was between Franco-American youth and Hispanic youth, we made contact with some of the resources that we know over in the Franco-American community. And over in the Hispanic community, the leaders that we have had contact with for sometime, we touched base with them to find their assessment as to what took place.

The story becomes a little clearer—what happened was there were several youth, Franco-American youth and Hispanic youth who became involved in a little altercation. There were some rocks thrown. In the process of the rocks being thrown, one rock went through the window of a Hispanic family and hit a small baby that was in a crib.

The word spread around town that this incident had been a massive fight between these two groups. So, consequently, about 200 people came together—youth—at the site where the incident took place. They started—you know how they chant with each other. They threatened each other. But in a few minutes it developed into a massive fight between them.

Now, as the police officers came on the scene, it moved from the point of just the two groups fighting to one of vandalism. So there were people apparently taking advantage of the situation. There were a number of stores looted. So you have your department stores, all of your store-owners complaining about their business and a loss of business there. After about 5 hours, the police department was able to get this under control.

We also gathered information from the Hispanic leaders that based on some of the experiences they have had before—remember, we have been—for the past 10 years, tension between the community and law enforcement has been very high.

Mr. WALSH. Yes.

Mr. TURNER. OK.

Mr. WALSH. Absolutely.

Mr. TURNER. So this situation is sort of highlighting some of the difficulty that we are experiencing right now. It is that the Hispanic leaders are expressing a lack of trust between them and the mayor and the chief of police and other city officials, and this is based on what they say they have been experiencing before.

On the police force there we have no minorities, so the language capability even when there is an arrest, to be able to communicate with the person that is being arrested is very limited and sometimes creates problems.

Another situation that they have is that the leaders have heard rumors, and these rumors are going widespread throughout the community, that police officers killed several Hispanics last night. Now, when we tried to confirm this, it did not happen. But that is going around the community and a lot of people are quite upset about that.

They also heard some rumors that are widespread that there are a number of people who are going to retaliate, who are coming back into the community tonight. So they anticipate there are going to be new problems tonight.

You know that in the past we had some problems with the community as far as a number of police brutality complaints. We have had problems as far as the voter registration and the housing discrimination, where we have been up there working with them on that. So those kinds of feelings that existed from back then are coming into the picture here, so it is going to make it kind of difficult.

So the tense situation that we seem to have, Marty, is that both teams, in talking to people, look at the situation from this standpoint. We worked with the community group last night, talking to them about how they can do some things within their community to try to get this under control. They mentioned some things to us. They expressed some serious interest and wanted to do something themselves.

We conveyed—later on we conveyed some of these things to the mayor and to the chief of police. Our dilemma right now is that the official position of the city is that the riot has ended, everything is under control.

Mr. WALSH. When you told me yesterday when we were talking about that, you said right away the community was indicating that there could be continued friction last night, and you and Stacey were going to meet with the mayor and the police chief to urge some form of—maybe a community patrol or something like that.

Mr. TURNER. Well, what we did was talk to the chief. We wanted to explore with the mayor and the chief some of the things that they may want to think through in the way of a contingency plan just in case. Now, we shared information with them on the community patrol and the fact that in the community there were a number of people who were quite interested. The main thing was to explain to them how this would function and how it would be an effort to bring the community and law enforcement together, and some effort.

The fact that the officials feel that this situation has ended they were not interested in following up on that. We did share the infor-

mation with them. We made the office available; should they change their minds we will be here tonight. You know, last night we were there and we would be there every day until this thing comes under control.

Mr. WALSH. But then they really misunderstood and misinterpreted, right, what was going to take place, and there was violence again last night.

Mr. TURNER. Well, yes. And it was their assumption, you know, that it was over. Well, once violence did occur again they called and now they want to sit down with us and talk things through.

Mr. WALSH. OK. So we have that meeting at 10 o'clock, right, with the mayor and the police chief and the other officials?

Mr. TURNER. Right.

Mr. WALSH. So, now let us review what our—from the assessment what our actions should be. The community patrol idea, should we pursue that? What do you think? Should we be recommending the community patrol? Because, as I understand, the community officials said there is that concern and they are willing to put out a community patrol, and there is that continuing enmity between the police and the Hispanic leaders.

Mr. TURNER. The community patrol definitely should be.

Mr. WALSH. OK.

Mr. TURNER. And this will give us a beginning of building some joint efforts and levels of trust between the police and the community.

Mr. WALSH. OK. So, if we can convince them to adopt a community patrol, we will help them then, the community patrol, in some of their training. Right?

Mr. TURNER. We will have to do a lot of training on it to make sure it is a good experience.

Mr. WALSH. OK. Now one of the other ideas, you said there is a lot of rumors taking place there?

Mr. TURNER. Right.

Mr. WALSH. Well, did you discuss with them at all yesterday, you and maybe Josie's team, the development of a rumor control and verification center?

Mr. TURNER. Yes. As soon as we arrived there, with some of the rumors going around, Josie's team contacted the Greater Lawrence Community Action Agency. They have the capability there as far as staff is concerned and this is a location within that community that people normally call to get information. So there is a good possibility we could set this up at the Greater Lawrence Community Action Commission.

Mr. WALSH. OK. I think that will be another one of our objectives is to assist the—talk with the mayor and the police chief and get them to agree to a rumor control and verification center, and also then to assist the community, if they agree, to set one up at the Greater Lawrence Community Action Agency and we can help train them. We have good communication and that has worked in so many different settings.

The other one is a concern that you expressed to me, I know, about there may be a curfew, and the mayor and the chief were talking to you last night, perhaps, about setting up a curfew to-

night. Do you think that they are interested in hearing from us our views on it?

Mr. TURNER. I think they are interested, and since I talked to you about that there were a number of people in the community, minority leaders, who came forward, and they're concerned also because they have a strong feeling there may be some people from outside who have taken advantage of this and some criminal actions are under way.

So what they are concerned about is getting this under control. We have a possibility of this being workable if we can get the community with the police where both segments are saying we need this to get the situation under control. Once that happens we are going to minimize the potential for police brutality complaints and the number of situations that will follow.

Mr. WALSH. OK. I think what we have now then is our plan of action. You—and I brought up Mike Fernandez from New York, he will be coming in because of what has happened last night. So you and Mike, you be in charge of it once we get the—after meeting with the mayor on setting up the community patrol.

Josephine, you and Victor—Victor is coming in from New York, and if we get the mayor to agree on a rumor control and verification, they will be in charge of helping to assist the local leadership in developing that.

And on the curfew, Tim, you and Ada—Ada has come up from Philadelphia, and Tim and Ada can work on the curfew, and especially the coordination with the community because we are very concerned if a curfew is developed that some of the community leadership may not know about it. People have to go back and forth to hospitals and things like this.

And in the meantime, Stacey, you and I will be up there meeting with the mayor and liaison with the other officials. And Henry Mitchum is going to be in charge of our operations here. He will do the coordination.

So our field command center, basically, then will be set up and continue to stay here. We got the—I will be the director of operations. I think we have set up our personnel to do—by the way, Larry, do all the people in Lawrence know our people?

Mr. TURNER. People in Lawrence know us as far as the community agency and those leaders. The law enforcement officials and elected officials know us. They know that we will be coming there. If perchance they have to set up a command center where there is continued violence, they know that we will be able to come in and out of their command center.

One of the things I would like for you to do—I know you started that. Would you be sure to get in touch with the U.S. attorney to make sure that he knows exactly what we are doing, the State attorney general, and Public Safety Commission, because there may be a role that we need to call them in to help us out on this.

Mr. WALSH. I talked to the U.S. attorney yesterday and I will keep him updated. And the other officials, absolutely. We need to make sure that if we need any of the State officials they are working with us. But I think it is also important that when each one of the teams identify yourself to law enforcement and to the mayor, and do you have the maps for the guys coming in from outside?

Mr. TURNER. Yes; we have the maps and it is all laid out.

Mr. WALSH. OK.

Mr. TURNER. Arrangements have been made to pick them up at the airport so we can get them out.

Mr. WALSH. OK. And the communications equipment is there?

Mr. TURNER. Yes.

Mr. WALSH. OK. I think we have got basically—we have kept Washington informed and we have got our program set, so let's move. We have got to get up there for that 9 o'clock meeting with the mayor.

Mr. TURNER. OK. You may want to touch base also—there is a State representative there last night and a Congressman. You might want to touch base with someone in their offices too.

Mr. WALSH. OK. Great. Thank you.

Ms. DAVIS-FOX. That was added since I saw this on Monday.

Mr. WEISS. That was an improvisation that occurred right here in this hearing room.

Mr. EDWARDS. Mr. Hyde, Mr. Washington, and I would like to hear about those things that are going on in our hometowns, and we would like to hear about it from professionals like you. And we would hope that you would keep these skills that you demonstrated here in this skit alive for the future. It is really terribly important, and it is a very graphic description of what you do.

Thank you very much.

Mr. WEISS. Thank you very much, Mr. Chairman.

To show you that it is alive, we would like to have—we are going to have five short, there will be 4- or 5-minute presentations from five of our regional directors on recent or occurring casework that demonstrates different themes that we are dealing with that reflect racial tensions in this country and what CRS is doing in specific ways to address and resolve those tensions.

The first individual, who will introduce herself and set the stage for her presentation, is Patricia Glenn from our Northeast Region. Patricia.

Ms. GLENN. Good morning, Mr. Chairman, Congressmen, and counsels. Thank you so much for giving us this time to share with you what we think is very exciting work for CRS.

What I would like, really, to do in the moments allotted to me is to really share with you, I think, a disturbing trend for us in our region, Region II—New York, New Jersey, the Virgin Islands, and Puerto Rico—and that is the rising tension between black and Jewish constituents.

And I guess the first reference that I would like to talk about is that in Crown Heights. When a car driven by a Hasidim male struck and killed a black youth, there was a lot of rioting in the streets, a lot of demonstrations, and CRS went on the scene. And we essentially had three actions that I would like to share.

One is that we established a rumor control center, and we trained the New York Human Rights Commission in how to implement that. We actually set it up. We talked with the phone company to get the lines installed, and during the day and in the evenings—because we worked, actually, almost 18 to 19 hours for the first, I think, 5 days of the crisis—stayed there with them to assist them in that effort.



Second, we facilitated a meeting between the U.S. attorney and the community. There was a lot of concern that the Hasidim youth would not be prosecuted, and so we asked the U.S. attorney if he would be interested in meeting with the community, so that they could share their concerns. The meeting was not to influence either side, but it was to provide access, and this is the first time that that community had had a chance to meet with the U.S. attorney and to share their concerns and talk about what they thought ought to occur.

And then lastly, and we want to always talk about some kind of ongoing mechanism, what we did was to establish a committee of black and Jewish residents so that they could begin to sit down and talk about their concerns. The committee—this has been 2 years ago. The committee is still meeting. Obviously not, of course, with the same regularity because, of course, the tension has subsided somewhat. But it is still there, and when there are other occurrences the committee does meet and it talks about ways to improve the community. So we think that is helpful.

You know, unfortunately, as that tension subsided, another one occurred. Last year for a black history program the faculty and students from Kean College in New Jersey invited a black activist professor from the city college to be the keynote speaker. While he was there, what he did was to make what the Jewish faculty considered to be anti-Semitic remarks, and that really tore that campus apart. Effectively, there just was not a lot of education going on in New Jersey at that particular college because the faculty was so divided.

Governor Florio contacted our office and asked if we, in fact, would intervene and mediate that situation, and we did just that. I was the mediator for that situation. It took almost 9 months, but what we agreed to do, finally, and I think we will sign that agreement next week when I return to the region, will be, first of all, this same faculty which did not want to meet in the same room is now going to serve as the mediation team for future conflict on that campus, and is going to be, I guess, the dog and pony show for the State of New Jersey, because as there are other conflicts on other campuses, then they are going to be utilized as the mediation team, and CRS is going to train them in the fall in mediation techniques. So we think that—and that will be a first for the State of New Jersey.

Second, when there are other kinds of incidents—and my colleagues referenced rumor control—this same faculty will then set up its own rumor control. We are going to assist them in setting that up so there is always an ongoing mechanism so that they can address the problems. So it is preventive. It is not always reacting to a situation.

For the fall, they have requested the president to schedule public forums on how to reduce racism on college campuses. Again, they are going to go throughout the State of New Jersey and really work on this kind of forum, so that we think that this will be a preventive measure for us.

I just wanted to share those remarks with you. Of course, I will be open to any questions once our presentations are over. And thank you again for this time.

Mr. EDWARDS. Thank you very much. Very helpful.

Mr. WEISS. Thank you, Patricia.

Our next presenter is Leo Cardenas from our Rocky Mountain Region, and Leo is based in Denver.

Mr. CARDENAS. Good morning, Mr. Chairman, members of the subcommittee and counsels. As Mr. Weiss has said, I come from Denver. Often our region is called the Indian Region, mainly because it is home to 26 reservations and 29 tribes.

Our staff is very typical of CRS. We have five conciliation specialists, one of whom, Silka Hanson, is in the audience this morning, and an administrative staff assistant.

I would like to touch this morning on the prevention work that CRS does, and I would like to begin by calling attention to last year, to 1992, when this agency with meager agencies—meager resources, rather, were consumed by two major events that all of us in this room are very familiar with. On one side of the country we had an influx of Haitians, and Guantanamo Bay consumed an inordinate amount of resources, that all of us are familiar with, and on the other side in Los Angeles we had what has been called the mother of all riots. An inordinate amount of resources also went into that.

But toward the end of 1992 there were two major events in my region and in my hometown of Denver. They were for all practical purposes to be very festive, fun-like events. One was the annual celebration of Columbus Day, and the other was the annual celebration of Martin Luther King, Jr. In Denver we call that the “marade.”

But what happened was that for the first event, Columbus Day, in 1992 it so happened that this was the 500th anniversary of the founding of this country, and Native Americans began a dispute, a protest, a threat of that parade, of the Columbus Day Parade, not in 1992, but in 1990. And it also so happened that in 1990 the Federation of American Italian Organizations, the sponsor of that parade, had renewed that parade that year.

And it is important to put into the record, I guess, this morning that Columbus Day holiday, the national holiday as we know it today, had its founding in Colorado and in Denver. And so the American Indian Movement targeted Denver, not for 1990, but for 1992.

And so with this setting the question remains: What is that city going to do? But more importantly this morning, What will CRS do? And in typical fashion, we obviously met with the leadership of both organizations and in 1990 everything seemed to be right on target until the day of the parade. And on the day of that parade the American Indian Movement, some 50 strong—so there weren’t too many—halted the parade.

And CRS, the four conciliation mediators that were on the spot, were able to conciliate an agreement that finally resulted with the American Indian Movement leading that parade. And so it looked for awhile—and we had a very beautiful parade, lots of publicity, and we moved on.

Twelve months later now, a similar situation. In between we had begun to facilitate and convene meetings between the leadership of the Federal—the American Italian Organization and the American Indian Movement. But typical of volunteer organizations that con-

centrate their effort on the event, and on the event in 1991 a similar situation occurred. Some 50 American members of AIM and their supporters again halted the parade. This time it was in front of the reviewing stand, and this time they simply squatted down.

A SWAT team convened on this situation, and CRS asked for some time to once more intervene, to one more time mediate, and within a period of some 45 minutes there was another agreement. The agreement this time was that a handful, and it turned out to be five of them, would be arrested, would be summoned, would be given tickets. The remainder of the members and supporters of the American Indian Movement, which included some women, would simply be let go. And the parade went on one more time.

We now move to 1992, and obviously the question is this cannot continue, all of us knowing fully well that the target is 1992. And so we convened on three separate occasions, the leadership of both AIM and of the American Indian Organizations. The result of those sessions was that the two main issues, that the parade be halted permanently and that a statute of Columbus be removed from the park, were immovable. And so 10 days before the 1992 event we went to work diligently and, as a last minute effort, we placed the leadership of both parties in a downtown hotel, different—we even went to the extent of putting them in different levels of the hotel, different floors of the hotel, and then we asked the mayor, Mayor Wellington Webb of Denver, to join us and mediate with us.

We did a shuttle diplomacy between the parties, and, unfortunately, the results were still the same. There was no way legally, you know, to remove that statute or even remove a plaque to that statute. And so we moved then on to the parade itself. Five days before the parade we convened a meeting, and at this time we found that the Federal building in downtown Denver happened to be the most neutral place that we could find.

This meeting involved law enforcement from both the city, from the State, and from some surrounding communities. It involved, obviously, the leadership of both organizations. It involved the Human Relations Commission. It involved the Office of Emergency Preparedness, which we had trained to operate a rumor control center. It involved emergency medical teams, and then it also involved security both for the AIM leadership and, of course, marshals and security for the sponsors of the parade.

In that 2½- to 3-hour session we were able to develop ground rules and we were able to develop an understanding of those very hard positions that these parties have taken. And so we moved within that setting to 1992 on Columbus Day and a final decision where cool heads, smart heads prevailed. The parade was stopped at the last minute, not by AIM, but by the federation itself, by the leadership of the federation itself.

And then sometimes—because we work with individuals and we work with human beings, sometimes all the plans in the world do not work. Members of the federation marched from downtown to the State capitol to hold their own renewal, to still celebrate Columbus Day. Members of the American Indian Movement, who were prepared to halt, thought that the parade, in essence, that they had been—that something was wrong and they went and at-

tempted to stop this short march. And so we went into action, CRS went into action one more time. We were successful one more time.

And the end of this story is that on the front page of both newspapers the following morning is a picture of Russell Means, the AIM leader, and a leader of the American Italian Federation in a hug of friendship, and that is where we are in 1992. Three major events in which CRS has played a major role.

Thank you very much.

Mr. EDWARDS. You should be very proud of that experience and those skills that you have developed, which I hope can teach us all, the whole 50 States. That is remarkable because I know how high those feelings ran, and still run today. And insofar as the American Indians are concerned, the more you read of how they were treated back 100 years or so, and further back, you understand their hard feelings.

I just finished some studies, a book about pre-Civil War days in Florida where escaped slaves would be welcomed by the Indian tribes, and the escaped slaves would reach high places of influence in the tribes. And then the Government in Washington would insist that in all of the treaties made with the Indians that these escaped slaves be returned to their masters, and you can imagine how we needed a community relations service in those days.

Mr. WEISS. Thank you, Mr. Chairman. Thank you, Leo.

Our next presenter is Julian Klugman from our regional office in San Francisco, Western Region, and he will address the CRS work most recently effected in Los Angeles.

Mr. KLUGMAN. Good morning, Mr. Chairman, members of the subcommittee, and counsels. I think I have 5 minutes to describe what happened in Los Angeles.

I have been Regional Director for 22 years. I have been with the Community Relations Service for 25 years. I have a staff of six people, and we cover four States. We cover California, Arizona, Nevada, and Hawaii. We spend about half of our time in Los Angeles because that is where the large population is; that is where the large minority population is.

I think often we focus on events such as the Rodney King trial. But our work is continuous. We have these crises that occur, but the reason I think we are able to work with local officials is because we are continuously working with members of the minority community and the local officials so that when these crises do occur we are able to—we have the context already and we are able to fit it in the context of those crises.

Very briefly, about a month after the Rodney King incident a couple of years ago we convened a summit that was cosponsored by the Los Angeles County Police Chiefs Association, which is 47 police chiefs in L.A. County, the NAACP, the Asian Pacific Planning Council, and the Hispanic Advisory Council to the Police Commission. It convened 20 people from each group for a 2-day session, and out of that came an action plan, and four working subcommittees, which has continued to this day.

The latest project of the summit group was in response to a request from the new police chief, from Willy Williams. He asked us to develop a training plan. He was concerned about potential confrontations between patrol officers and youth, particularly minority

youth, on the street. And we developed a—using members from the summit group, representatives from the minority communities and also representatives of the Police Chiefs Association, we were able to develop this plan which he hopes to carry out in the next year.

We are very proud of the fact that this group has persisted, has kept together through all of the difficulties and disturbances in Los Angeles, which to me means there is a tremendous need for communication between law enforcement and members of the minority community.

I think the other thing that we really focus on is communication between members of the community because Los Angeles is a very heterogeneous community, lots of different populations; these are large populations, and the divisions which exist in the Los Angeles community, I think, have received tremendous publicity. Unfortunately, it is usually negative publicity. The positive things often don't get into the newspapers, but we work on the positive things.

Now, my 6 people are supplemented by 8 additional people about 10 days before the verdict came in on the second trial, so we had a total of 18 people. The question was how can a small agency like ours focus in on this huge metropolitan area with very, very different populations. So we broke down into three teams of four people each. One team concentrated on the south central area and spent a great deal of time working with the black churches and the gang workers in the south central area, and out of that developed a team of people who actually went out on the street and worked with the community, particularly in hot spots which have been identified, to try to keep the tensions down.

A second team worked, focused on the Korean community. There was a great deal of anxiety in the Korean community that the events of the first—the aftermath of the first trial would not be repeated. That team worked with that community and worked also with a program in the schools.

The third team focused in on the central American community. This community is not as well organized as the other communities, so the question was how to reach that community, and that team spent a lot of time working through the churches, particularly through some of the Catholic parishes, to reach that community.

These teams developed a deployment—actually three deployment plans, which focused on the potential hot spots. Also something that was new in L.A., the Los Angeles Police Department actually decentralized their decision-making apparatus, compared to the first go-round—a lot of decisions had to be made through the downtown area. What they did in an attempt to deal with the problems of the first disturbances, they decentralized decisionmaking down to the bureau level. So we focused in on—we set up numerous meetings between members of the minority communities and the bureau commanders and subcommanders because that is where the decisions actually were taking place.

Also, we spent a great deal of time ourselves interfacing with these local police commanders, so they would know who we were, they would be familiar with what was going to happen and so on.

Fortunately, there was no need. These plans went into operation but there were no disturbances this time. But we have got other trials coming up. It would be a mistake to focus just on this one

trial; I think we all realize that. The sentencing for the Rodney King defendants is coming up on August 4. The original Denny trial, the State trial, is supposed to start on July 14. There are other potential trials which are taking place.

I think an important corner has been turned in Los Angeles. I feel that we have played a part in that, working closely with the community and the police. But the problems of Los Angeles, of course, have not gone away. Also, the problems of Los Angeles, I don't think are—we all realize are not unique to Los Angeles, but Los Angeles could occur elsewhere in the country as long as these problems exist.

Now, that is 5 minutes. We have a great deal of detail about what we did. A lot of it is in writing. If this committee is interested, we would be glad to send over some of this material, and we would be glad to answer any questions during the questioning period.

Mr. EDWARDS. Well, thank you. That certainly ought to be disseminated throughout the country, especially in our major cities, all of that information. Maybe L.A. wouldn't have taken place if there had been dissemination and, I presume, if the police had played a better role.

Mr. WEISS. Thank you, Julian.

We have two more short presentations. Next is Jesse Taylor from—our Midwest Regional Director.

Mr. TAYLOR. Mr. Chairman, Congressmen, and counsels: I am Jesse Taylor. I am Regional Director of the Community Relations Service in Chicago, and I will spend a few minutes speaking about an intervention that we had in Milwaukee, WI, during the aftermath of the Jeffrey Dahmer case.

As you probably saw, a number of the people in Milwaukee, most especially minorities, had organized for massive demonstrations in that city to deal essentially with three issues: One, the insensitivity of police; communications with officials; and community policing.

A team of three people, including myself, made the rounds. We met with officials at the Federal level, at the city level, and at the State level. We also met with a national figure during that time. The express purpose of those meetings were to address those issues that had been raised by the community—sensitivity, communications, community policing.

We attempted to address that communication issue by making it possible for those who were concerned with the lack of communications to have an opportunity to meet with the mayor, to meet with the commission that the mayor had set up to begin a review and to make recommendations, to get an audience with the police and with others that they might have been interested in meeting with.

We attempted to deal with the sensitivity issue by getting the chief of Charleston, SC, to come in to meet with the mayor's blue ribbon commission to really begin to talk about the issue of sensitivity, the issue of community policing, and so forth.

We brought in a consultant who spent some time dealing with the issue of cultural awareness within the police department itself. Coming out of all of this was what we thought was a major contribution to the ultimate blue ribbon report that we think we might have had significant impact on. We provided to that commission a

number of reports that had been done, particularly the one that had been in L.A.

We think that these efforts provided for Milwaukee a way of dealing with the three basic issues that they were concerned with at that time, and we think that it served the community well.

Thank you.

Mr. WEISS. Thank you, Jesse.

Our last presentation on our conciliation and mediation work that prevents or resolves racial and ethnic tensions will be by John Chace from our Mid-Atlantic Region.

Mr. CHACE. Good morning, Mr. Chairman, members of the committee. My name is John Chace. I am the Regional Director of the Mid-Atlantic Region for the Community Relations Service. I have been associated with the Community Relations Service for 23 years, and this is the first time I have had the privilege of being directly involved in the congressional hearing and oversight process for my own agency. And if I could make one observation about the process, it is that I am struck by the patience and listening skills that you exhibit as we make our presentations. And were you to be considering a career change or were your constituencies to be considering a career change for you, I would suggest that you have another career ahead of you, because one of the critical skills that we as mediators use is attention to listening. We invest a tremendous amount of time in listening to people and hearing their concerns and then applying a conflict resolution process. So perhaps a second career awaits you.

I have been a—I command a staff of four mediators in the Mid-Atlantic Region, who address conflicts in five States, including the District of Columbia here. Along with our considerable experience I think we bring a measure of optimism and confidence that people, if given the tools, the skills, and perhaps a process that we can provide, can be successful in resolving their conflicts.

And for a moment I want to talk about two battlegrounds of racial conflict, the public playground and recreation center and public schools, and try to illustrate how a relatively modest investment of Federal resources can make a difference in the prevention of serious racial conflict. Let me illustrate.

In the city of Philadelphia in one section—the Kensington section is a section which sort of demonstrates the complexity of our work. It is an area undergoing significant demographic transition. It is comprised of whites, blacks, Latinos, Hmong, Vietnamese, and it has been a battleground of racial conflict. Last year a young man was shot and killed in a conflict, a racial conflict. That prompted high tension and conflict, and led to a request from the city of Philadelphia that the Community Relations Service conduct conflict resolution skills training for its recreation center directors. We did that. We completed that in advance of this summer.

We gave them the practical tools and schools to be able to diagnose and identify the early warning signals of racial conflict and then gave them some tools that they might be able to use as they began to identify those conflicts. The second thing we did is we helped them develop a plan for the summer so that as they open their centers they are prepared to address conflicts promptly and effectively.

The second area of battleground, well familiar to you, is in our schools, in the elementary school level and the secondary school level. We have instituted a program in the region to give targeted schools, the faculty, and the students, a conflict resolution skills framework so that they have the skills, they have the tools to be able to quickly identify and address impending or emerging racial or ethnic conflict.

Mr. WEISS. Thank you, John. Thank you, Chairman Edwards, Congressman Hyde, Congressman Washington, and counsels.

I understand we are going to do a little rearranging here to help in the question and answer session, if you will give us a few seconds.

Ms. DAVIS-FOX. You may have to bring a couple of more chairs up.

For those with speaking parts, if you would come up. I don't know if all of you are going to be able to fit in, Gil. I think those people who actually made presentations are the only ones who will be able to fit up here—Jesse, Larry—and the “burning desire” standard is still in effect. [Laughter.]

Mr. EDWARDS. Mr. Hyde.

Mr. HYDE. Just by way of preface, I am very impressed by the presentation today, and I can't think of a more useful agency within the Department of Justice, especially today. God forbid, with what is going on in Bosnia-Herzegovina, if all these various groups were as well armed as some of the people are over there; human nature is pretty much the same. So what you are doing is of ultimate importance, and I salute you for doing it as well as you do.

What is the role of the CRS in resolving community conflicts? Are you always an honest broker? Do you ever take sides? Is it important that you get credit in resolving the conflict? And what happens after you leave? Are things always better, or do you retain some sort of oversight once you have left a community?

Mr. WEISS. Ozell, why don't you—

Mr. SUTTON. We try to leave a mechanism—Ozell Sutton from Atlanta. When we go into a conflict, we go into a conflict as—really, as a neutral party in a conflict. We listen to all parties. We go with no fixed ideas about what the solution should be. We try to have that solution arrived at by the parties themselves, and then it becomes a more lasting solution, and from that point we try to leave a mechanism in place, a line of communication between the parties that they may utilize once we are gone.

Now, understand this. As it is in all human relations, no problems are ever finally resolved; they will reoccur, as it is with a man and his wife or anybody else, but we do leave—try to leave—lines of communications open that they can find their own solutions to their own problems.

Mr. HYDE. Just one more comment, if I may, to Mr. Cardenas.

I am not altogether—I don't know what you could do, and it is a tough problem, but I would like a solution where the Italian-Americans have their parade. After all, they have a point of view. They emphasize the courage, and the bravery, and the innovation of Columbus' discovery. The Native Americans have another point of view, and let them have their parade or whatever. But the notion of physically stopping somebody from expressing their ethnic



pride, and successfully stopping it, does not seem to me a good solution. It may be a workable solution but not a happy solution. In a country that ought to celebrate diversity of opinion, one's opinion ought to be expressed. Freedom of speech means even the language you don't like. So how you got them to hug each other I don't know.

But the Italians didn't have their parade, did they?

Mr. CARDENAS. No, Congressman Hyde, they did not, and one of the intentions—and it has always been the intention that we will get immediately back to the table, but working with volunteer groups it is not easy all the time—we hope to get them back to the table. We are hoping the emotionalism of the 500th anniversary and that target that the American Indian Movement had to create an additional awareness is perhaps over. The issues certainly are not over.

But we still think that the table, the negotiation table, to continue to get a better understanding of those positions will lead to that, the idea of both groups, or, in this case, an additional Indian Day celebration or something of that fashion, is still on the table. Certainly city officials are very receptive to it, and I suspect that in the future that may be the solution that will at least satisfy or partially satisfy both groups.

Mr. HYDE. The use of coercion to solve these problems, however temporarily, to me ought to be off limits, but I know it isn't.

Did you want to say something? I think I interrupted you.

Mr. CHACE. Just—this is John Chace—just to respond to the question about, does CRS ever take sides? CRS doesn't take sides on the substance of the issues in conflict, but it certainly does take sides when it comes to advocating better or improved processes for people to come to terms with their own conflicts, whether it be the situation in Denver or Philadelphia or any other community. What we propose are ways in which people can try to find agreements which everyone finds mutually satisfactory.

Second, with respect to your question about how CRS does or does not take credit for what occurs, I think the fact of the matter is that the profession of mediation is a profession in which we often give an awful lot of credit to other people and leave the credit taking to them, and that sometimes presents some problems.

Mr. HYDE. We were talking up here about some of the really good things that have been accomplished by all of you and that they oughtn't to be hidden under a bushel because lessons are drawn from those, and so we were hoping that you could put together a publication that would have conclusions and lessons and guidelines for future similar occurrences, because, again, human nature is the constant, and it isn't a question of PR, although that would be an inevitable fallout, but what a great career for someone to go into, really, mediating community conflicts. To me, that is like being a clergyman, really—

Mr. CHACE. It would make my mother happy.

Mr. HYDE [continuing]. With these profound results.

Yes, sir.

Mr. WALSH. Congressman—Marty Walsh of Boston—one of the publications we have put together which has received excellent type of acceptance throughout the country is our publication, "Avoiding Racial Conflict: A Guide for Municipalities," and what we

have done there is to share with the communities the basis of what we have seen as racial conflict, why it develops, and we say it develops because there is a perception of disparate treatment for whatever is the affected group. And then the other part of it, the community dynamic, is the unresponsiveness too often of government, especially local government, to respond to this disparate treatment, and then when there is a triggering incident—you know, like a Los Angeles type of thing—that is when we have this social turmoil in a community.

And so what we have prescribed to communities from our experience is a number of things, action steps they can take, and they are included in our book, and we try to help work with them. It goes from police-community relations to setting up human rights commissions, to setting up local ordinances and bylaws which reflect the national concerns about civil rights protection, and we say, you know, "Local communities, if you offer this to your citizenry and open yourselves to them, include them in your boards or your commissions and in your local government, that will go a long way to making people feel welcome and share in the decision making."

Mr. HYDE. I think if you have any extra copies you should send them to each member of the Judiciary Committee and each members of the Appropriations Committee.

Mr. WALSH. We will.

Mr. HYDE. Thank you.

Just two quick comments. First of all, on taking sides, I think sometimes to try and get the other side to see the perspective, the point of view, of the other side, you could be accused of taking sides, and that is a matter of some delicacy, but if each could see the other's point of view—you don't have to agree with it, but understand it better—to me, that is half of the battle.

And lastly—lastly—I would comment, there is an old cynical joke that says, "I'm from the Government, and I'm here to help you." You guys are from the Government, and you really do help.

[Chorus of thank-you.]

Mr. EDWARDS. I thank Mr. Hyde for his questions and his observations, and I certainly subscribe to them. You are people of goodwill, and it must be difficult sometimes for you and your families not to get the kind of credit you deserve, because you do deserve a lot of credit. You are quiet warriors; you are also peaceful warriors, which is the very best kind, and we should have a statue to you maybe. [Laughter.]

If you have noticed, we have some room up in the top of the Capitol now, but I think that is taken.

I think we already have your requests for the appropriation, for the authorization. We are going to do the very best we can. Certainly your requests were modest, and you were cut back even more than your requests, and we will have some quiet conversations with you and do the very best we can, because you are not an expensive group of people. I wish we could do better, but these are very tough times here.

Mr. Washington will chair for a while, because I have to go to do something that I can't get out of.

So, Mr. Washington, will you be so kind as to come up here?

Mr. WASHINGTON [presiding]. Thank you for the privilege, Mr. Chairman.

Mr. Hyde, do you have any other questions or comments?

Mr. HYDE. No, sir.

Mr. WASHINGTON. Let me first thank all of you for coming. I apologize for being late. I had to drop several children off this morning, but I did overnight read over the testimony of the acting director and all the other material that my staff had prepared for me and associate myself as well with the remarks of the kind and distinguished gentleman from Illinois. I agree with every word of what he said about the work that you do, and I as well, for my little bit, associate myself with the remarks of the chairman. I have very little to do with running anything around here other than room 1711 over in Longworth, but for my part and my vote I will endeavor to ensure that you will get all of the money that you requested.

Let me just ask questions, if I may, very briefly on two subjects and get your comments on them, and then, unless Mr. Hyde has other questions, we will either recess or adjourn, as counsel tells me which of those two parliamentary devices should be used.

The first has to do with my concern in several other areas in which you presently have no jurisdiction, and I don't—I must confess first of all, at the outset, that I have not kept a running tally of the incidents of inhumanity from one person to another in these specific areas, but my general sense is that there is a good deal of conflict that needs resolution and a good deal of violence, the kinds of things that we are not proud of as human beings, and they have to do with the religious intolerance or hatred—I hate to use the word “hatred” in the same sentence with “religion,” but it is probably appropriate, but let me say “intolerance.” Synagogues and temples of various faiths, mosques and the like—whenever something happens that is associated with an individual who happens to be of a particular faith or happens to have a certain color hair or origins in another part of the world from distant relatives, we always find a few incidents of people going out with those spray cans that they can come by so readily and take out their frustrations or whatever it is. That would be, I guess, in the nature of religious hatred or conflict resolution, and it is my understanding that you have no present jurisdiction in the area.

The other has to do with the similar intolerance that I see evidence of and read about in the media with respect to sexual orientation—persons who are homosexual, or gay, however the term is defined and used.

My question in those two regards—and I would throw it out for whoever among you feels it is most comfortable and appropriate, and I am not trying to make you make a policy judgment. I understand that that is within the province of the Congress and the province of a permanent director when you get one, and it has nothing to do with the policy consideration.

My question is: If the Congress, in its wisdom, were to expand your jurisdiction to include conflict resolution in the area of religious discrimination and intolerance, and sexual orientation discrimination and intolerance, what would that add, in your view, based upon the fact that you are like me, you haven't had any per-

sonal experience, you don't investigate those because you don't have jurisdiction, but your general feeling and notion as a human being who lives in the community and recognizes what is happening around you. How much would that increase your workload?

Mr. WEISS. Yes, Congressman, if I can respond to that, and I would like our practitioners in the communities, our regional directors, to be also able to add their comments.

First, in the area of religion, we do have experience, because we are able to treat Jewish-American concerns and Arab-American concerns as ethnic origin concerns. So we do have practices and a tradition of casework in those areas, and we can turn to some of the regional directors to illustrate that.

If a policy decision were made where we would have religion added to our mandate—and that would not be a decision we would make, as you indicated, but if it were made by the administration and Congress—we could build upon that experience.

In the areas of sexual orientation, we do not have direct tradition and case work in that area, but there's no doubt that our conflict resolution skills, the type of cross-cultural sensitivity, the type of individuals that comprise the body, small as it may be, of the Community Relations Service, if they were so charged—and that, again, would not be our decision—but if we were so charged, do have, with retooling and training and additional resource needs—we are stretched thin and living life on the edge as it is—we could accomplish that mission, I believe, if we were so charged.

I would like to at this point, since we have the advantage of having our regional directors with us for this week of training, to ask any of them that would care to comment to do so.

Mr. SUTTON. I would like to.

I am Ozell Sutton from Atlanta. I have the eight States of Kentucky, Tennessee, Mississippi, Alabama, Georgia, North and South Carolina, and Florida, the troubled States in this whole question, and of course I have six conciliators to cover eight troubled States, and south Florida, as you know, could utilize every one of us in respect to that.

On this question, it is a question, I believe, that this agency could respond to and work with, but I don't want to have any illusions. It would take considerably more staff than we have, considerably more staff to take on other mandates, for we cannot even decently treat the mandate that is now before us with our present staff. But we would be inclined and certainly would follow the dictates of the administration and of Congress if they decided to add those other mandates to the present mandate. We would hope, though, that they would be mindful of the fact that it would require considerably more resources.

Mr. WALSH. Marty Walsh from Boston.

To follow up on what Mr. Sutton said, I agree with him. One of the areas in which we deal now with some of the—related to hatred against—outside of our jurisdiction—religious and sexual orientation is through our work with aid activities, and we are working like, for example, I am part of the Governor's Committee Task Force in Massachusetts, and that effort is trying to reach out through the nomenclature of both our State and the Federal laws on hate crimes in order to get communities both to understand

what the law is and to comply with it, so that they at least get the data out there, and then they can start working on some of the proactive steps, because what we see are those who are haters in many ways come from the same type of mentality, and a lot of these activities which we even put in our book, even though we are referring to racial problems of conflict, if those were utilized in communities like human rights commissions and ordinances and that in these proactive efforts, that same type of approach could be used, and I think we are thus, in a generalized way, involved in that, Mr. Chairman.

Mr. WASHINGTON. Let me ask you one question before the next gentleman. I don't want to put words in your mouth, but let me just ask the question. Is it your belief that class-based hatred is transferable?

Mr. WALSH. Yes.

Mr. CHACE. Just a quick comment on your question, sir.

Ms. DAVIS-FOX. Identify yourself, John.

Mr. CHACE. John Chace.

We are professional mediators trained and skilled in the techniques and processes of conflict resolution. In the particular situation today, we apply those skills and techniques to issues of race, color, and national origin. With sufficient resources and additional training, we would be prepared to tackle additional challenges.

Mr. WASHINGTON. Thank you all.

Yes, sir.

Mr. CARDENAS. Leo Cardenas from Denver.

First let me concur with my colleagues that it would take extra resources to address both of these issues. On the more positive side, on the western part of this country, in the Northwest and in the Rocky Mountain States, citizens have formed what they call Coalition Against Malicious Harassment, and this brings together law enforcement, volunteer organizations, minority organizations, and these organizations have begun to include religious and sexual orientation to the prevention of hate crimes and in combatting hate crimes.

Mr. WASHINGTON. Let me ask another question then, if I may, before the gentleman to my left, who is my senior, and the only reason I insist is both that I am in the chair and that I was here asking questions when he got here. Otherwise, I would yield to him, and protocol probably dictates that I should, but before I forget what my other question was, let me ask it.

Were you consulted or asked to consult with the FBI or the Department of Justice with respect to the occurrences that began on or about February 28 near Waco, TX?

Mr. WEISS. No, we were not, Congressman.

Mr. WASHINGTON. I understand that there is no specific mandate or requirement, and I am not certainly trying to start any inter-cine difficulty with it.

Mr. WEISS. Thank you, Congressman. Thank you in advance.

Mr. WASHINGTON. I understand, but I still want this question answered.

Was that the kind of situation in which—with, of course, the benefit of hindsight—that conflict resolution and mediation may have

been of value? I didn't say "change the result," I didn't say "change any decision," I said "be of value"—in your opinion.

Mr. WEISS. I understand that the FBI Hostage Rescue Team—I have no immediate knowledge, but from what I generally understand—used those techniques, but without specific knowledge it would be almost impossible for us to make a comment on the appropriateness or nonappropriateness of the methods.

Mr. WASHINGTON. That wasn't my question. I am not asking you to grade their paper over their shoulders, because you weren't there. My question was: Would the techniques and skills that CRS has developed, I'm sure in part on the ground and in an evolving process—your view, would they have been of benefit?

Mr. WEISS. I can't say that, to be honest with you, without immediate knowledge of that situation, whether with an intervention where you had at the time the Justice Department entered a number of ATF agents killed, exchange of fire, how effective our particular methods would or would not have been.

We do have experiences going back to Wounded Knee, as you know, where we have been involved in situations when violence is occurring, but each situation is very different. In Wounded Knee, though this was 20 years ago, but as an example, CRS was of benefit to the situation. But, again, without knowledge it would be like talking about apples and oranges, but we only have knowledge of the specifics of that basket of apples versus this basket of oranges.

Mr. WASHINGTON. OK. And one further question along that line. Is there a process by which the skills and techniques that are constantly evolving are made available, some sort of manual or training session, to other agencies in the Department of Justice and other agencies of the Federal Government?

Mr. WEISS. We have participated in training at the FBI Academy. There is discussion of possibly doing consultative sessions with members of other law enforcement agencies within the Government, and we also work very closely, of course, on the community level with police departments. Our work on community-oriented policing is very active, very proactive, and we have also recently come out with a revision of our "Principles of Good Policing," and we expect it to be a sellout edition, widely heralded and well received across America.

Mr. WASHINGTON. Have you ever had a consultative session or in-service training session with the hostage rescue team of the FBI?

Mr. WEISS. Not to my knowledge.

Mr. WASHINGTON. Thank you very much.

Mr. WEISS. Thank you, Congressman.

Mr. WASHINGTON. The gentleman from Massachusetts.

Mr. FRANK. Thank you.

I am pleased to hear the consensus that a broad mandate is something that would make sense if we provided the resources. I think the areas of religious and sexual orientation tensions have enough in common so that that would benefit. I suppose I would add one other one, but there might be some problems in getting it done. I would like to send you over to the Senate to see if you could help work down the conflict over there. [Laughter.]

Mr. WASHINGTON. Without objection.

Mr. FRANK. But the other question I would have is this, and it strikes me—Mr. Washington has had even more experience in many ways than I have had with this, but we have both had a lot of experience in which we have been the advocates of legislation to deal with discrimination, and one of the things that I have encountered is, any time we deal with any legislation that would ban or diminish discrimination, we are confronted with the familiar parade of horrors. People trot out a whole range of things that they say are going to happen if you pass the Americans with Disabilities Act or the Civil Rights Restoration Act or the Civil Rights Act or any of various gay rights acts or the Religious Freedom Act, and I realize you are stretched beyond your limit in terms of what you do with the crisis.

But it also strikes me that your Department, your agency, would really be a pretty good repository, if we gave you the resources, to kind of do some historical retrospective on this, because I think one of the things that would be very helpful for us if we could show, first of all, kind of the similarity of the horrors that are predicted every time we talk about dealing with discrimination and the fact that almost none of them happen. It is one of those rare cases, it seems to me, where we can really get some evidence after the fact, and we don't do enough of that.

One of the things I would hope you would give some thought to—and maybe we could think of some ways that we could draw on this—I think your collective memory and experience would really be very helpful—that maybe we ought to commission a report from the Community Relations Service which looked at various of the controversies you have seen about antidiscrimination and just document for us what happened. I mean it would seem to me very simple to go back to newspapers, go back to very specific predictions: This will happen; that will happen.

My sense, frankly, is that from the standpoint of the majority, whether it is the white majority, the straight majority, the able-bodied majority, whatever the majority is in a discrimination case, 3 or 4 years after a particular antidiscrimination statute has been passed they don't even remember it because, in fact, far from being disruptive, it has virtually no effects on their lives. Our problem is that it has too little effect on the lives of those we were intending to help most of the time; it helps some. I am going to consult with my colleague. Maybe we might provide the resources.

But let me just ask you: If we provided the resources, does this seem to you something that we might usefully be able to do? because I think at this point we have a great wealth of collective interest.

Mr. SUTTON. Just one comment on that—Ozell Sutton out of Atlanta, regional director, originally coming from Arkansas.

I am old enough to have been in the military during the latter part of World War II when the military was segregated, and I remember the testimony very well of the high-ranking officials that the military would come apart if it was desegregated. I remember that very well. Very high-ranking generals were paraded before the Congress to talk about all the great damage because of the closeness of relationships and all of these things that you remember. I remember it very well.

I came from the civil rights movement, and I remember all of the horror stories about what would happen if schools were desegregated. Most of you are not old enough to remember that in 1954 and the period following that. No, nobody could remember but me. That's all right. [Laughter.]

But all of the dire predictions of what would occur in our schools and to our country and to our education processes if our schools were desegregated. Well, schools were desegregated. I led sit-ins in Little Rock, and the same predictions were about even simple things like lunch counters—what was going to happen if I could buy a hamburger at McDonald's—well, there was not a McDonald's then, but at those kinds of places.

So I am familiar with a lot of the doomsday people who predict all of these terrible things if certain social changes take place, and it didn't occur in a number of events that I am very familiar with.

Mr. CHACE. Congressman—John Chace—you have referred to what I might call sort of catastrophizing the future, and that is a theme that we address in our everyday work where essentially mistrust has developed, hostilities, in some cases violence, and we hear from one party or other that, "We can't sit down with them; there's no way we can work this problem out; it's impossible; the schisms are too wide and too deep." And essentially what we provide is the beginnings of a process for them to reach an improved understanding and a discovery—believe it or not—that they have more in common than they ever imagined.

Mr. FRANK. Am I correct? Obviously, there are differences in the experience of being an African-American or being Hispanic or being a woman or being gay; there are great differences. We are not denying that the differences are very profound. It does seem to me though, from the public policy standpoint, that there are some similarities that we can benefit from looking at.

In the areas that you are talking about, am I correct that there are, in fact, some very real similarities there, that to some extent this catastrophizing happens any time you talk about antidiscrimination legislation, regardless of the intended beneficiary? And the kind of schism you are talking about—"Oh, we can't talk to those people"—that happens in a number of situations, whether it is across a racial line or a religious line or something else. Without denying the individuality, it seems to me we can also affirm that there is some commonality of discrimination that we can learn from.

Mr. WEISS. We would agree with that. I think you would find concurrence among the staff here at this table, yes.

Mr. FRANK. I would just say to the acting chairman, I am going to ask him or talk to Mr. Edwards. Maybe we could work out on this subcommittee some kind of a mandate with resources, a specific kind of authorization whereby the Service could commission such a report to be written by people who would then draw on this collective experience. I think we could come up with a really extraordinarily important document both as a matter of social history and as a tool to help us deal with these things in the future.

Mr. WASHINGTON. I agree wholeheartedly and think it is a brilliant idea. That is a great idea.

Do you have any additional questions or comments?



Mr. FRANK. I would just express my appreciation. They are among the most thinly stretched troops we have got on a day-to-day basis doing enormously stressful work, and I thank them for their dedication.

Mr. WASHINGTON. Out there on the front line for all of us.

I know you don't get enough pats on the back from people that you serve, but let us collectively—Republicans and Democrats—thank you for the work that you do for America, because it is through your efforts, getting people to talk to each other, that we can live up to those magnificent words in the Declaration of Independence and in the Constitution that were well intended and are still well intended but, unfortunately, need human beings in order to be executed, and it seems to me that human beings continue to find new and novel ways to be inhumane toward each other.

For the work that you do for all of us, thank you.

Mr. WEISS. Thank you very much, Congressman—Congressmen and counsels. It has been a pleasure.

Mr. WASHINGTON. The subcommittee stands adjourned.

[Whereupon, at 11:48 a.m., the subcommittee adjourned.]



# APPENDIXES

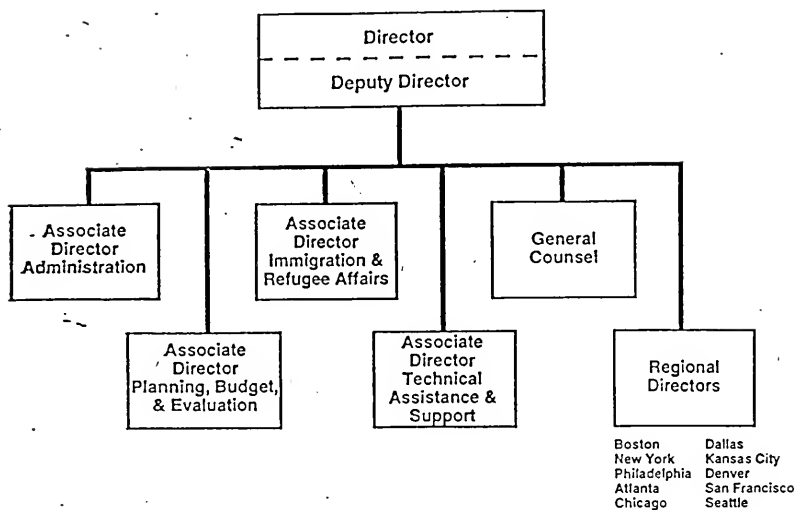
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## APPENDIX 1

### COMMUNITY RELATIONS SERVICE U.S. DEPARTMENT OF JUSTICE



## ORGANIZATION CHART



## *COMMUNITY RELATIONS SERVICE*

### *MISSION STATEMENT*

The Community Relations Service (CRS), a unique component of the Department of Justice, seeks to prevent or resolve community conflicts and tensions arising from actions, policies, and practices perceived to be discriminatory on the basis of race, color, or national origin. CRS provides services, including conciliation, mediation, and technical assistance directly to people and their communities to help them resolve conflicts that tear at the fabric of our increasingly diverse society.

CRS does not take sides among disputing parties and, in promoting the principles and ideals of non-discrimination, applies skills that allow parties to come to their own agreement. In performing this mission, CRS deploys highly skilled professional conciliators, who are able to assist people of diverse racial and cultural backgrounds.

Working with voluntary and government agencies, CRS also provides humanitarian services for the successful resettlement of Cubans and Haitian entrants. These services include shelter care, child welfare, and family reunification for these individuals following their release from Immigration and Naturalization Service custody.

SALARIES AND EXPENSES, COMMUNITY RELATIONS SERVICE

(Dollars in thousands)

	Perm. Pos.	Amount
1992 Obligations.....	123	\$28,604
1993 Appropriation Anticipated.....	121	26,106
Transfer from Working Capital Fund.....	...	55
Mandatory Increases.....	...	2,106
Decreases: Federal Telecommunications System (FTS).....	...	-65
1994 DOJ Base.....	121	28,202
Savings to Achieve Deficit Reduction.....	...	-138
1994 Baseline.....	121	28,064
Program Increase.....	...	6,630
Program Decrease.....	-2	-149
1994 Request.....	119	34,545

Comparison by activity and Program	<u>1994 Baseline</u>		<u>1994 Request</u>		<u>Inc./Dec.</u>	
	Perm. Pos.	Amount	Perm. Pos.	Amount	Perm. Pos.	Amount
1. Conflict Resolution:						
Technical Assistance..	7	\$598	7	\$596	...	-\$2
Program Operations....	66	7,279	65	7,203	-1	-76
Management and Administration.....	18	2,035	18	2,029	...	-6
Subtotal.....	91	9,912	90	9,828	-1	-84
2. Reception, processing and Care of Cubans and Haititians.....	30	18,152	29	24,717	-1	6,565
 TOTAL.....	121	28,064	119	34,545	-2	6,481

## STRATEGIC PLAN

Strategies for implementing the mission are outlined in the CRS Strategic Plan for Fiscal Years (FYs) 1993 through 1996. The five major strategies are:

- **Define, Articulate, and Consistently Implement the CRS Mission.**

In the process of developing the Strategic Plan, staff participated in defining the CRS mission. The Mission Statement reflects the unique role of the agency in preventing and resolving racial tensions and conflicts and accomplishing the successful resettlement of Cuban and Haitian entrants.

- **Ensure that CRS Services Are Known to Its Customers.**

The public at large, other Federal agencies, and other components of the Justice Department often are not aware of the unique conciliation and mediation services, and immigration and refugee services, that CRS provides to communities, law enforcement agencies, and government entities. CRS will make its services known to these parties through a variety of activities including: development of outreach materials (e.g., publications, brochures, videos, exhibits); publication in professional journals and newsletters; and expansion of its contacts in the communities around the country, including participation in regional and national conferences.

- **Establish Regional and National Prominence in Race Relations.**

Discriminatory practices, and/or the perception of discrimination, continue to disrupt peaceful race relations in this country. CRS will seek to enhance its role in ensuring that race relations in the United States are improved, through sponsoring and participating in conferences and dialogues with regional and national leaders, conducting trends analyses in race relations, and publishing information on the state of race relations in the United States.

- **Develop and Foster Networks.**

CRS has had great success at the community level in developing and maintaining collaborative working relations among citizen groups, state and local governmental bodies, police departments and executive organizations, and multi-ethnic networks around the country that focus on resolving racial and cultural tensions and conflicts. CRS will continue these efforts and expand them into more direct communication between these groups, particularly in the context of our efforts to support community-oriented policing as a method for reducing racial tensions. In addition, CRS will continue to maintain and expand interaction with the Department of State concerning its refugee resettlement programs.

- **Seek Additional Resources and Utilize Existing Resources More Effectively.**

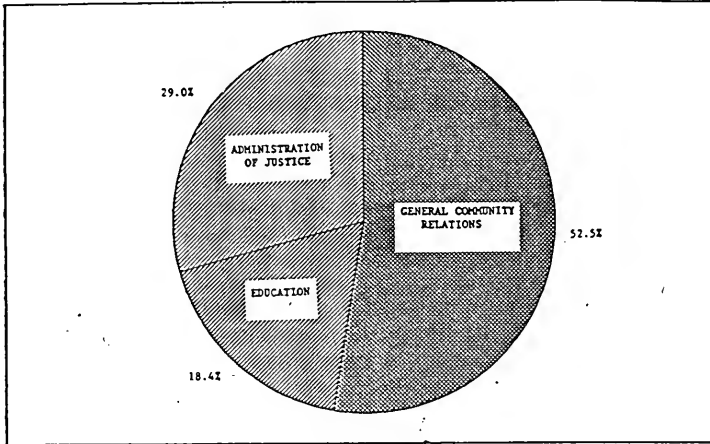
CRS statistics, as well as data from other agencies that collect reports of hate activity, indicate significant growth in racial tensions and conflicts and hate-related incidents. However, resources are so limited, the CRS response to many situations has been restricted to a reactive modality. CRS will pursue additional resources to focus on preventing and preparing for crisis situations and will seek authority to expand the CRS reception, processing, and care mandate to enable CRS to provide shelter care and resettlement services to nationalities other than Cubans and Haitians. CRS will expand the reach of its services by training and encouraging local communities to resolve racial conflicts and tensions proactively; broaden the skills of its staff; and conduct periodic program and management evaluations of its own activities, including determining optimal distribution of resources.



## PROGRAM AREAS

CRS case activity is divided into three major program areas, i.e., Administration of Justice, Education, and General Community Relations. The breakdown of FY 1992 Alerts into these categories is shown on the chart below.

CRS FY 1992 ALERTS\*



- **Administration of Justice:** conflicts arising from actual or perceived discrimination in the way law enforcement is administered, e.g., excessive use of force by the police, police/community relations, corrections.
- **Education:** conflicts arising from actual or perceived inequalities in the provision of educational services, e.g., school desegregation, school disputes, higher education.
- **General Community Relations:** all other conflicts, e.g., employment, housing, transportation, health, revenue sharing, interracial confrontation, community disorder, voting rights, demonstrations, business and environmental issues.

## Case Highlights

- Riot Aftermath - Los Angeles, California

In April 1992, a riot broke out in the South Central area of Los Angeles (LA), following announcement of a not guilty verdict against the four white police officers accused of beating Rodney King. The riot resulted in approximately one billion dollars in damage in LA County and the loss of 53 lives. CRS deployed 14 of its most experienced staff to LA during the riot and currently maintains a significant on-site presence. The riot reflected a complex array of racial conflicts and required a diverse response.

- **POLICE EXCESSIVE USE OF FORCE:** CRS convened a Community/Law Enforcement Conference in June 1991, and a follow-up conference in June 1992, which involved representatives from the LA Police Chiefs Association and from Asian, Hispanic, and Black organizations. Participants discussed ways to resolve issues surrounding citizen complaint procedures, police use of force, and police personnel policies.
- **BLACK/KOREAN CONFLICT:** CRS continued to bring together Black and Korean community leaders and to provide rumor control mechanisms designed to prevent further escalation of mistrust and tension between the Black community and Korean businesses.
- **GANG/POLICE AND INTER-GANG CONFLICT:** CRS played a crucial role in establishing communications between police and gang leadership and continues to mediate racial and ethnic disputes between community leaders, gang leaders, and the LAPD.
- **FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA) ASSISTANCE:** CRS assisted FEMA in establishing six Disaster Application Centers (DACs), mediating conflicts at the DACs, and enhancing outreach efforts.
- **REBUILD LA:** CRS worked with minority contractors and city officials to clarify the issues and process for awarding city contracts for the rebuilding of South Central LA.

- RACIAL CONFLICT IN SCHOOLS: CRS is working with the Los Angeles Unified School District (LAUSD) and the LA County Mental Health Department to implement CRS-piloted crisis response training in approximately 250 schools in the LA area.

CRS is currently working with the LAPD command staff, the LA County Deputy District Attorneys who are prosecuting four defendants accused of beating motorist Reginald Denny, and the Community Justice Coalition Group that is monitoring the court proceedings.

- Black/Hasidic Violence - Brooklyn, New York

The Crown Heights area of Brooklyn, NY, has experienced a series of incidents that have exacerbated racial tensions between the Blacks and Hasidic Jews in that neighborhood. A traffic accident, involving the motorcade of a prominent Hasidic rabbi in August 1991, resulted in the death of a seven year old Black child and serious injury to another. The incident sparked several nights of violent conflict among Blacks, Hasidic Jews, and the police, including the stabbing to death of an Australian rabbinical student by two Black men. In December 1992, a Black man was reportedly beaten by Hasidic Jews.

CRS helped establish a rumor control center in a local public school. CRS also facilitated separate meetings with the groups involved to give them an opportunity to voice their allegations, as a beginning step toward bringing community leaders together.

- Martin Luther King Day - Denver, Colorado

A number of highly publicized activities and recruiting efforts by the Ku Klux Klan over the past few years has resulted in a significant increase in racial tension and interracial conflict in various parts of the United States, including Denver, Colorado. For the past two years in Denver, Klan rallies have been scheduled on Martin Luther King (MLK) Day, to coincide with the annual MLK Day Parade.

In each of the past two years, CRS has worked with the Denver Police Department and the Colorado Highway Patrol on contingency plans for the parade. In 1993, based in part on a recommendation made by CRS, the parade route was changed so that it would not pass by the Ku Klux Kan Rally. CRS also trained 45 volunteer parade marshals. The parade

ended at the downtown convention center without incident. When fights broke out after the three-hour Ku Klux Klan Rally near the State Capitol, CRS worked with the Public Safety Manager, the Chief of Police, and the SWAT Commander to calm the fight participants.

- Asian Gang Violence - Seattle, Washington

Asian youth gang activity, including home invasions, is increasing in Seattle, Washington, and the Puget Sound area. In November 1992, CRS assisted a coalition of government and community representatives to formulate and implement various strategies, which include: meeting with the Mayor of Seattle to establish an Asian-police advisory task force; reestablishing the Asian Gang Unit in the Seattle Police Department; creating an Asian community network regarding youth concerns and resources; and seeking resources for four weekend multilingual and multicultural activity centers.

- Racial Fight in High School - Medford, Massachusetts

In reaction to a December 1992, racial disturbance among students at Medford High School, law enforcement personnel, some with dogs, responded to a call for assistance. The law enforcement contingent was comprised of representatives from several jurisdictions that were part of a mutual assistance agreement. The school was temporarily closed. Community leaders were upset at the show of force and the fact that 13 of the 15 students arrested were Black.

CRS conducted conflict resolution skills training with the school staff; and met with the Headmaster, the Superintendent of Schools, department heads, the Mayor, the Middlesex County District Attorney, and the Chief of Police to develop a contingency plan for the re-opening of the school. To address the racial conflict between students, CRS conducted meetings with White, Black, Asian, Hispanic, and Haitian students to learn what they perceived the problems to be, and to form a student response team to resolve them. CRS also monitored other meetings where school officials, community groups, and parents discussed race relations. The need for long-term and ongoing cultural awareness and diversity training for administrators, faculty, and staff remains.

- Haitians Protest Detention - Miami, Florida

In January 1993, over 150 Haitians held at the Immigration and Naturalization Service (INS) Krome Processing Center initiated a hunger strike to protest the INS policy of detaining incoming Haitians at the Center, while releasing Cuban entrants shortly after their arrival. After the strike, INS denied access to Krome to representatives of the NAACP who wanted to ensure the well-being of the Haitians who were on the hunger strike.

CRS met with INS/Krome officials, the Haitian protestors, and the Haitian Refugee Center, a private non-profit organization, in an effort to identify possible options for the timely release of Haitian entrants. In February 1993, CRS also assisted INS and the NAACP in reaching a mediated agreement, which provides for: the review of the medical facilities at Krome by NAACP-identified physicians; the presence of NAACP-identified consultants when the Public Health Service conducts medical examinations of the Krome detainees who participated in the hunger strike; and cultural sensitivity training for the Krome guards, which will be provided by CRS, in consultation with the NAACP.

- Racially Motivated Incidents on Campus - University of Massachusetts, Amherst

In September 1992, a Black dormitory resident assistant at the University of Massachusetts (UM) was hit in the face by a White male, who had been drinking beer in the hall. Subsequently, racial graffiti was written on the resident assistant's door and excrement smeared outside his room. Angry marches of students ensued, vandalism was widespread in one dormitory, and a meeting between the Chancellor and Black students ended in a shouting match.

CRS met with the President and the Chancellor of UM, as well as with key administration and faculty members and minority students, in an effort to reduce racial tensions and resolve the protests and demonstrations. CRS assisted the parties in reaching a mediated agreement in areas such as: minority student recruitment; minority faculty hiring; the Upward Bound program; litigation powers of the Legal Services Center; safety and security; the student orientation program; and diversity and race relations training for staff.

- Follow Up to Neighborhood Violence - Washington, D.C.

Three nights of disturbances occurred in the Mount Pleasant section of Washington, DC, following the shooting of Daniel Gomez, a Hispanic male, by a Black police officer in May 1991. CRS staff were active in rumor control and in developing lines of communication between city administrators and the DC Latino Civil Rights Task Force. CRS also convened the first meeting of a community-based task force comprised of neighborhood commissioners and business representatives in June 1991, and created to study the disturbance and to recommend concrete steps to prevent future disturbances.

CRS continues its activities to support improved understanding between the Mayor's office, the police department, and Latino residents, as CRS' assessment is that the relationship between Latino leaders and the city administration is still seriously strained. The city's Office of Latino Affairs recently requested that CRS assist in the development of a law education program for youth in the Mt. Pleasant area.

- Inequity in School Programs - Lanoke, Arkansas

The Lanoke, Arkansas, School District was being sued for denying Black students entry into advanced placement programs. The case was referred to CRS for mediation in June 1991.

As a result of CRS services, the parties reached a mediated agreement in which the school district will, among other things: (1) develop objective written criteria for student placement in all specialty courses; (2) develop and publicize objective written criteria for employment and job-related criteria; and (3) create and maintain a non-discriminatory atmosphere throughout the Lanoke school system.

- Racial Conflict at Correctional Institution - Enfield, Connecticut

In May 1991, following a melee between Black and Hispanic inmates at the Carl Robinson Correctional Institution (CRCI), Enfield, Connecticut, the State Commissioner of Corrections requested CRS assistance in reducing the racial conflict at the prison. CRS concluded its successful conciliation assistance with the completion of three phases of CRS response: (1) an on-site assessment by a four person CRS team in May 1991, in which racial tension-breeding factors were identified and

corrective action taken; (2) a two-day training program conducted by a three-person CRS team in July 1992, for 17 managers at the CRCI in the knowledge and use of racial conflict management and racial conflict reduction skills and procedures; and (3) a four-day training program for the Department of Corrections trainers and CRCI correctional officers in November 1992, on multi-cultural issues and conflict resolution skills in responding to racial conflicts.

- **Native Americans Protest - South Dakota and Colorado**

On the Pine Ridge Reservation in South Dakota, one of the country's poorest, CRS mediated an agreement between the governing board of the reservation's public radio station and a group called Lakotans for Open Communications (LOC). The agreement ended a 180-day encampment by LOC outside the station and was mediated by CRS at the request of the tribal court. This site is close to Wounded Knee, where the 20th anniversary of the 1973 takeover by the American Indian Movement (AIM) is expected to be observed in 1993.

In October 1992, over 1,000 members and supporters from AIM gathered and were prepared to halt the annual Columbus Day Parade in Denver, Colorado. CRS mediated a last minute agreement, on the street, thereby averting violence between the demonstrators, parade participants, and the police. Instead of conducting the parade, the parade groups marched to the State Capitol for a rally. The American Indians continued to protest. CRS joined with the Denver Chief of Police to work out an agreement in which the parade sponsor addressed the AIM supporters, promising to work on reconciliation between those who celebrate Columbus' discovery of America and those who feel that Columbus merely introduced European culture to the Americas.

- **INS Deportation of Hispanic Students - Omaha, Nebraska**

In November 1992, a dispute between INS and the Hispanic community arose in Omaha. INS had entered a local high school, arrested two Mexican students, would not allow their parents to visit, and deported them two days later with little money and no change of clothes. National media attention to the incident focused on the fact that children were being separated from their parents, particularly during the holiday season. The students were ultimately returned to their parents, just before Christmas.

Through the efforts of CRS, in January 1993, INS and leaders of the Latino Forum, a national Hispanic group, agreed that undocumented persons will not be apprehended by INS enforcement officials while receiving INS outreach services. CRS is assisting the parties to document this agreement.

- **Northwest Coalition Against Malicious Harassment**

CRS is providing technical assistance to the Northwest Coalition Against Malicious Harassment, which in FY 1989, tallied a total of 265 reported incidents over a five state area. In FY 1990, that figure rose to 320 and, in FY 1991, to 545. Figures for the first three quarters of calendar year 1992 total 950. These patterns appear to be based, in part, on a growing sensitivity by minorities and others to their victimization, growing awareness of how to report complaints, growing sophistication of the monitoring system, and most significantly, the active increase in incidents. Over the past three years, CRS has convened some 25 law enforcement executives from Washington, Oregon and Idaho who meet quarterly for the purpose of exchanging information on bias crime problems. A working group is focusing on developing model police department policies to be circulated throughout the Northwest.



## IMMIGRATION AND REFUGEE AFFAIRS PROGRAM

CRS operates two principal programs when assisting Cuban, Haitian, and other entrants.

- The Cuban/Haitian Entrant Program (CHEP), which provides for the reception, processing, and care of Cuban and Haitian entrants; and
- The Unaccompanied Minors and Alien Family Shelter Care Programs, which provide shelter care and other related services to unaccompanied minors and alien families.

### Cuban/Haitian Entrant Program (CHEP)

Through CHEP, CRS facilitates the integration of Cuban and Haitians into the community, reduces the burden of this population on state and local resources, and averts community relations issues that may result from an uncoordinated or non-supportive Federal response. CHEP consists of three main components:

- primary and secondary resettlement programs;
- Mariel Cuban halfway house, family sponsorship, and aftercare programs; and
- inpatient and mental health treatment programs.

#### Primary and Secondary Resettlement Programs

The CRS *Primary Resettlement Program* provides transitional community-based refugee resettlement services to recently apprehended Cuban and Haitian nationals paroled from detention at Immigration and Naturalization Service (INS) Processing Centers, primarily in South Florida. The *Secondary Resettlement Program* provides resettlement services, emphasizing employment placement and retention, at specialized sites outside the State of Florida, to Cubans and Haitians whose initial resettlement in South Florida did not lead to self-sufficiency.

In order to accomplish the provision of these primary and secondary resettlement services, CRS awards grants and cooperative agreements to

voluntary agencies for provision of shelter care, child welfare, and resettlement services. The services provided by these agencies include:

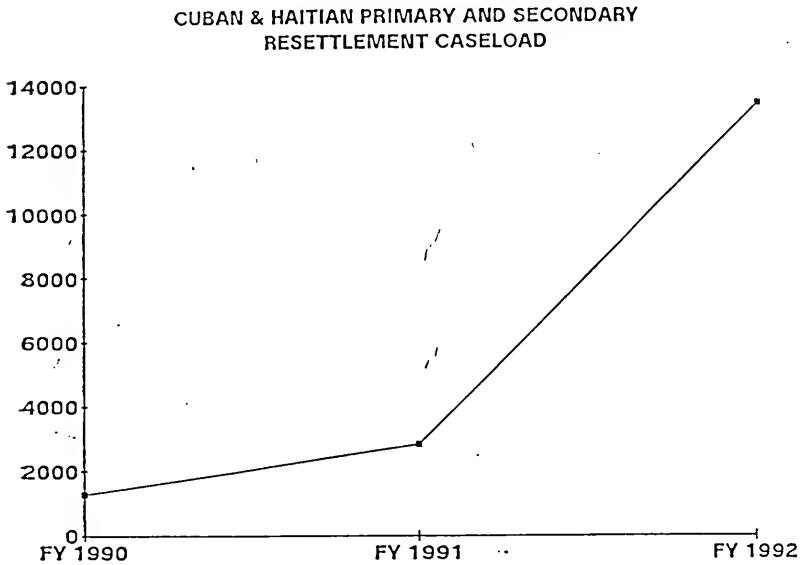
- arranging for family reunification, or for Cuban or Haitian entrants to be met at the point of final destination by the agency/sponsor providing resettlement services;
- providing temporary accommodations, as necessary, and assisting in obtaining initial housing and essential furnishings;
- assuring that food, or food allowances, and clothing are provided and that other basic needs of the entrant are temporarily met;
- assisting entrants in applying for social security cards, registering children in school, and preparing immigration documents for employment authorization and adjustment of immigration status;
- providing employment counseling and referrals, as well as advising on availability and procedures for applying for training programs, if applicable;
- enrolling entrants in comprehensive English-as-a-Second Language program; and,
- assisting entrants in obtaining appropriate health services, and assisting those with known health problems in securing follow-up treatment.

Through its Primary Resettlement Program, CRS was a key player in the Department's response to the unprecedented number of individuals fleeing Haiti via boats and rafts after the September 30, 1991, coup. In November 1991, the U.S. Coast Guard began interdicting these vessels and transporting their passengers to the U.S. Naval Base at Guantanamo Bay, Cuba. At Guantanamo, Haitians were interviewed by INS asylum officers to determine their possible eligibility for political refugee status and entry into the United States. Between November 1991, and June 1992, CRS mobilized its staff and voluntary agencies to resettle 10,747 Haitians from Guantanamo Bay, Cuba, including 428 unaccompanied minors.

During FY 1992, large numbers of Cubans and smaller numbers of Haitians were also able to reach South Florida directly via rafts and boats. CRS provided

services to 2,632 of the Cubans and Haitians who were paroled into the United States by INS.

The graph below shows the increased CRS caseload in the Primary and Secondary Resettlement Program in FY 1992 compared with the prior two fiscal years.



### Maribel Cuban Halfway House, Family Sponsorship, and Aftercare Programs

The second component of the CRS processing and care function is for Maribel Cuban ex-offenders approved for release by INS from Federal detention facilities. The population eligible for the CRS-funded Maribel Cuban programs consists of certain Cubans who arrived in the United States during the Maribel Boatlift of 1980. Of the 129,000 Maribel Cubans that entered the country in 1980, approximately 40,000 have not adjusted their immigration status. Approximately 10,000 of these Cubans are ineligible for legalization on the basis of criminality or mental health. Each time one of these individuals is arrested for, and convicted of a crime, he or she is detained by INS. INS reviews the cases annually to determine which Maribel Cubans will be released. The CRS programs for Maribel Cubans include:

- CRS family sponsorship programs for those with less serious criminal records, shorter periods of incarceration, and higher levels of social functioning and employment skills.
- CRS halfway house programs for parolees with serious criminal records, lengthy periods of incarceration and limited job skills.

Services provided through the CRS family sponsorship programs and the CRS halfway house programs include:

- job development and placement assistance;
  - group and individual counseling;
  - acculturation and socialization skills;
  - English-as-a-Second Language (ESL); and
  - long-term follow-up to ensure compliance with conditional parole requirements.
- Public Health Service (PHS) halfway house programs, one program for those with potential for independent living, and one for those diagnosed as chronically mentally ill and/or developmentally disabled. Through the CRS/PHS interagency agreement, PHS halfway house services include:
    - specialized short-term acute care programs for those with the potential for independent living; and
    - specialized longer-term programs developed for the chronically mentally and/or developmentally disabled.

- CRS aftercare programs for those discharged from mental health treatment programs administered by PHS. Services provided through CRS aftercare programs include the same services provided through the family sponsorship and halfway house programs, as well as:
  - essential furnishings;
  - food, or food allowances, and weekly stipends;
  - introduction to, and information on, accessing community support networks; and
  - crisis intervention.

In FY 1992, 72 Mariel Cubans were provided services through the CRS family sponsorship programs, 435 through the CRS halfway house programs, 218 through the PHS halfway house programs, and 35 through the aftercare programs.

#### Inpatient and Mental Health Treatment Programs

In addition to the services described above, CRS, through its interagency agreement with PHS, funds a 95-bed inpatient mental health facility at St. Elizabeth's hospital, mental health evaluations, and a medical clinic at the INS Service Processing Center in Miami, Florida. In FY 1992, health and mental health treatment services were provided to 215 Mariel Cuban detainees at St. Elizabeth's Hospital in Washington, D.C.

### **Unaccompanied Minors and Alien Family Shelter Care Programs**

#### Unaccompanied Minors Program

Under the CRS unaccompanied minors program, services are provided to alien unaccompanied minors, including male and female Cuban and Haitian minors (17 years of age and younger), who have been apprehended by INS and other alien minors detained by INS in Florida and Texas. The goal of the program is to ensure that these unaccompanied minors are either reunited with their parents or other immediate family members residing in the United States or placed in other safe and suitable environments while their immigration status is adjudicated. Services include:

- family reunification;
- residential shelter care;

- foster care;
- health services;
- counseling;
- educational assistance; and
- recreational activities.

In FY 1992, 570 Cuban and Haitian and 889 other alien unaccompanied minors were provided services under this program.

#### Alien Family Shelter Care Program

From FY 1988 through FY 1992, under the alien family shelter care program, CRS provided services to undocumented aliens from Central America who entered the United States through South Texas, while they were being adjudicated by INS. Through innovative public/private partnerships and agreements, first between CRS and the American Red Cross, and, subsequently, between CRS, PHS, and the Texas Key Program, Inc., (TKP), humanitarian services, including emergency medical care, basic physical care, and shelter care, were provided. In FY 1992, CRS provided services to 361 aliens under this program.

Because fewer aliens entered the United States through South Texas between FY 1990 and FY 1991, the number of participants served through the Alien Family Shelter Care Program decreased. The relative stabilization of socio/political/economic conditions in Central America during that period and enhanced cooperation between the United States and Mexico regarding the interdiction of Central Americans passing through Mexico resulted in fewer alien entries. The program was terminated on September 30, 1992, due to the significant reduction in the caseload and a lack of funds.

A comparison of the CRS caseload under the Unaccompanied Minors Program and the Alien Family Shelter Care Program over the past three fiscal years is shown on the following chart.

EEO Statistics for CRS Permanent Employees  
(Provided by Individual Analysis)

<u>MINORITY GROUP</u>	<u>MALES</u>	<u>FEMALES</u>	<u>TOTAL</u>
Blacks	20	32	52
Hispanics	20	7	27
Asians	2	1	3
Indians	1	0	1
TOTAL MINORITIES	43	40	83

- - - - -

TOTAL FEMALES:	53
TOTAL MALES:	62
TOTAL WORKFORCE:	115

- - - - -

TOTAL HANDICAP:      0 = 0%

APPENDIX 2

Guidelines for Effective Response  
to  
Racial Tension on Campus

Developed by  
Nancy K. Ferrell  
Conciliation Specialist

for

Community Relations Service  
Region VI/Dallas, Texas  
U. S. Department of Justice



Guidelines for Effective Response  
to  
Racial Tension on Campus

The Community Relations Service (CRS) of the U. S. Department of Justice has been providing assistance to communities to reduce racial tension since 1964. The CRS process is designed to assess tension, develop a local response to reduce tension, and move toward constructive change. CRS plays a third party, neutral role in the review of the current environment and guides the community through the process to plan for future response.

I. Gain Acceptance and Establish Credibility.

Regardless of what issue or incident brings CRS into a situation involving racial tension on campus, it is important to make an initial contact with affected students and administration as quickly as possible. The statutory responsibilities of the institution for the welfare of the students makes it critical that constant contact is maintained with the president's office.

A. Student Contacts.

1. Explain the CRS role and process.
2. Determine the perception of any immediate concern about safety and security of students individually or as groups.
3. Determine the student leadership's willingness to work toward long term, institutional change.
4. Establish lines of communication for individuals and group to receive information from and input information to the CRS process.

B. Administrative Contacts.

1. Explain the CRS role and process to the president.
2. Describe the students' level of concern and perception on disparity based on initial contacts.
3. Gain a commitment from the president to support and sanction the CRS process, if further assessment leads in that direction.
4. Review the organizational chart of the institution to determine which groups or administrative individuals have direct impact on the complaining parties as it relates to the conflict.

Page 2  
CRS Guidelines

5. Arrange cluster meetings to explain the CRS role and process to those determined to have a role to play in the resolution of racial tension on campus.
6. Establish lines of communication for individuals and group to receive information from and input information to the CRS process.

## II. Assess Perceptions.

The first step in assessing racial tension on campus is to determine perceptions of minority and majority persons associated with the campus. This can be done through personal interviews with key individuals and groups or with written questionnaires.

There are three areas of perceptions that are critical in an evaluation of racial tension on campus. "What is the degree of perceived disparity between how minority and majority persons are treated within the institution informally and by the institution formally." "What systems are available to address the perceived disparities." "Do those who need the systems have confidence in their effectiveness?"

### A. Assessment through Personal Interviews.

1. Identify principle antagonists. Interview spokespersons for each group directly involved in the conflict.
2. Ask spokespersons for their opinion on what groups should be interviewed in order to get a broad understanding of perceptions. The primary groups are the minorities within the institution and majority groups directly involved in the conflict.
3. Consider the need to interview persons within subgroups of minorities. For example: the American Indian faculty group may have a different perception of the issues than the American Indian student group.
4. Be as consistent as possible in the questions asked during the personal interviews.
5. Key questions in determining perceptions are:
  - a. "What is your most serious concern in regard to race relations on campus?"
  - b. "Are minority persons treated differently than majority persons?" (Probe for administrative differences and/or informal differences in treatment.)

- c. "If persons believed they were the target of racial harassment or discrimination, where would they go for help?"
- d. "If systems are available to help people who believe they have been discriminated against, how effective are they?" (Probe for examples or reasons for the response.)

#### B. Assessment through Written Questionnaires.

1. You can use an instrument already developed to assess perceptions. This approach would be recommended for periodic assessment and review of progress toward goals of improved racial harmony. However, if tension is high and violence has occurred or is highly likely, the interview process can move the institution more quickly toward reducing tensions and the potential of disorder.

Attachment "A" provides copies of the "Student Perception Questionnaire" and the "Faculty and Administrator Perception Questionnaire," which was developed and used by the University of Virginia Charlottesville to evaluate racial attitudes at that institution.

2. If nothing currently available seems to fit the needs of your campus, you might consider using the resources of your own institution to develop, administer, and evaluate perception questionnaires. This approach would provide more flexibility in development of questionnaires that evaluate perceptions that specifically relate to your institution's goals on racial harmony and multiculturalism. (See Attachment "B" for a description of multiculturalism as used in this context.)

### III. Evaluate Reality.

A complete review of the institutions values concerning human relations is needed. Does the University have policies that encourage institutional and environmental multiculturalism? Do the anti-discrimination policies go beyond federal regulations that deal with enrollment and employment to address concerns of racism in the classroom, in the residence halls, in Greek life, and in student organizations? Are redress systems in place to respond to concerns of discrimination? If there are redress systems, how much confidence is placed in them? Are minorities included in decision making committees and organizations?

- A. Review all current policies on anti-discrimination and affirmative action.
  - 1. What specific guarantees or rights are covered under current policies? (Most policies deal primarily or exclusively with employment and enrollment numbers.)
  - 2. Do current policies address concerns surfaced during perception interviews?
  - 3. Do the policies clearly state consequences of noncompliance?
  - 4. Do the policies clearly state how to seek redress in instances of noncompliance?
- B. Review all current redress systems.
  - 1. Is information publicly available (and easily accessible to those most likely to need the information) on how to seek redress?
  - 2. Are current systems used, by passed, or ignored?
  - 3. What was the level of confidence in redress systems expressed in the perception interviews?
- C. Review levels of participation by ethnicity in student government, on committees, in extra curricular activities.
  - 1. It is especially important to review participation by ethnicity in student, faculty, and administrative groups that are decision making groups.
  - 2. Are there decision making groups making decisions that impact everyone, but have limited representation by ethnicity?
- D. Review grading patterns in core curriculum.
  - 1. Use statistically accepted methods.
  - 2. Determine if there are patterns of statistically significant differences in grades received by minority and majority students.
  - 3. Is the pattern within a particular college and/or identified with a specific faculty member?

#### IV. Perception vs Reality. (Is Your Campus at Risk?)

The short term response to racial tension on campus is to move perceptions and reality toward enhancement of racial harmony. Perceptions may need to be modified through education and information sharing. Reality may need to be clarified and/or modified through changes in policies, behavior, and attitudes. The risk of a specific incident escalating into serious racial conflict increases as the perception of discrimination increases and the confidence in redress systems to respond effectively to discrimination decreases.

The following is a description of the CRS mediation process used to develop a long term response to racial tension on campus. This approach is designed to set in motion systems to establish institutional goals on racial harmony and multiculturalism and to provide feed back on progress.

##### A. Establish a Human Relations Task Force.

1. Establish the Task Force under the auspicious of the President.
2. Identify key persons from the complaining and respondent groups to serve on the Task Force.
3. Maintain a balance of ethnic representation among students, faculty, and administration.
4. Establish clear ground rules of operation. Some examples are:
  - a. Each person's opinion has equal value.
  - b. Mutual respect maintained at all times.
  - c. The mediator will move the group toward consensus decision making.
5. The mediator serves as the facilitator of the group and director of the process.

##### B. Validate Issues.

1. Provide a summary of perceptions gained in the interview process.
2. Begin to describe perceptions in terms of issues. For example: a perception statement is "Minority students are routinely given lower grades than majority students." and an issue statement is "discrimination in application of institutional procedures."
3. Provide a summary of information gathered during the process to evaluate reality.

4. Compare perception to reality by considering the following questions:
  - a. Is the perception of disparity supported by reality?
  - b. Are procedures faulty in their treatment of groups?
  - c. Are the procedures adequate, but implementation is faulty?

V. Develop Remediation Approach.

- A. Review each issue separately.
  1. Make sure there is agreement on the language used to describe the issue.
  2. List the concerns raised by each issue.
- B. Determine the administrative, behavioral, and/or attitudinal actions (remedies) needed to address the concerns raised by each issue.
- C. Check each potential remedy for reasonableness and fairness to all institutional constituencies.
- D. Draft a Memorandum of Agreement (MOA) that states each issue with corresponding remedies to address concerns raised. (Attachment "C" provides an example of a MOA developed by a University with CRS assistance.)
- E. Before the MOA is put in final form and signed make sure the President is supportive of actions being recommended.
- F. Within the MOA, provide a process for implementation of the recommended actions and establish a system to review progress toward institutional goals on racial harmony and multiculturalism.

VI. Institutional Response.

The long term response to racism on campus must be an institutional response. The institution's "way of doing business" will reflect its commitment to fully recognize, incorporate, and benefit from the full range of cultures within the community. Institutional policies, cultural awareness training, and effective redress systems are needed to improve racial harmony and promote multiculturalism. The Multicultural Action Team described in Attachment "D" provides the framework for establishing a president's committee to monitor compliance with the institution's policy, inquire into incidents, and recommend proactive or reactive responses to address concerns of racism on campus and move the institution toward a multiculturalistic and mutually beneficial coexistence.

Attachment "A"  
CRS Guidelines

EVALUATING RACIAL ATTITUDES:  
A PROCESS FOR PROMOTING RACIAL AWARENESS<sup>1</sup>

Paper presented at the Second Annual Conference on  
Minority Recruiting and Retention, January 16-20, 1988,  
Lexington, Kentucky

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<sup>1</sup>Based on a paper delivered at the American Evaluation  
Association annual meeting in Boston, October 1987, entitled  
"Assessing Racial Attitudes in a University Setting."

## Abstract

Although the University of Virginia is a state-supported institution, only 8% of the students are black and less than 1% of the faculty are black. This underrepresentation of minorities has been a concern to the university community in recent years. During the summer of 1986, an ad hoc committee of students, faculty, and administrators was formed, with the goal of increasing racial and multi-cultural awareness and improving race relations at the University.

To determine the best course of action, the Committee decided that the first step was to identify minority needs and how students viewed intergroup relations. Initially undergraduate students were selected as the target group, but as instrument design progressed, Committee members realized the importance of obtaining the perceptions of graduate students, faculty, and administrators as well.

The purpose of this paper is to present the development and refinement of the student instrument and its modification for other groups. The final instrument that was administered to students was a result of planning meetings that were held with nearly 30 student groups, Committee meetings, and field tests. Results from the three instruments (i.e., undergraduates, graduate students, and faculty and administrators) are briefly presented along with Committee recommendations for future steps.



The University of Virginia is a state-supported institution, in a state where 20% of the population is black. Although the University has made efforts to increase the number of black students and faculty, only 6.5% of the student body is black and 1.8% of the faculty are black.<sup>1</sup> This underrepresentation of minorities has been a concern to students and faculty alike in recent years. Demonstrations sponsored by black student groups have made it clear to the administration that more active measures needed to be taken in the areas of recruitment and retention. Partly in response to student activism and demands, President Robert O'Neil appointed a 16-member Task Force on Afro-American Affairs during the fall of 1986. Their mission was to define "an institutional policy designed to promote integration and enhance the educational opportunities of Afro-American students at the University,"<sup>2</sup> and they were asked to report to him by June 1 of this year.

During the summer of 1986, an ad hoc committee, the Group for Improving Race Relations (GIRR), met. Comprised of students, faculty, and administrators, these individuals were interested in improving race relations at the University. While there is some overlap in membership of the Task Force and GIRR, the goals of the two have been somewhat different. In the case of the Task Force, their mission was to conduct a study within a specified period of time. GIRR, on the other hand, is interested in increasing racial awareness and in improving race relations over time. While the Task Force has concentrated on issues primarily of concern to blacks, GIRR has a broader perspective, which is to encompass individuals of all ethnic, racial, and cultural backgrounds.

In order to develop programs and activities appropriate to identified needs, GIRR decided that the first step was to conduct a formal assessment of the University's racial environment. Two surveys were proposed. The purpose of the first survey was to identify ongoing projects and resources at the University which addressed racial, ethnic, or multicultural concerns. Based on responses to this survey, a directory of resource people and programs was printed and distributed throughout the University.

The purpose of the second survey was to determine how students viewed intergroup relations. Initially undergraduate students were selected as the target group, but as instrument design and development progressed, GIRR members realized the importance of obtaining the perceptions of graduate students, teaching assistants, faculty, and administrators as well. GIRR also recognized the need for institutional backing and approached the Provost's office for financial assistance and general support. This was obtained during the 1986-87 academic year.

The purpose of this presentation is to discuss the development and refinement of the student survey and its

modification for other University groups. What follows is a description of instrument development and field testing; administration of the surveys; and a brief summary of the results and recommendations.

### Development of the Surveys

To ensure that the work of GIRR was completed in a timely manner, Dr. Vanessa Eslinger was hired as coordinator. Her role was key in the development, administration, analysis, and interpretation of the surveys.

An interaction approach was used to develop the undergraduate, graduate, and faculty/administrator perception surveys. Initially, undergraduate students were targeted as respondents; consequently, Dr. Eslinger contacted student organizations and met with interested representatives to develop items for inclusion on the survey. Two dozen organizations participated in the survey's development and represented diverse groups such as the Black Greek Affairs Executive Council, the B'nai B'rith Hillel Foundation Student Board, the Chinese Student Association, the Indian Student Association, and the Office of International Student Affairs.

Throughout this series of meetings, participants expressed minority and intergroup concerns, suggested survey items, and critiqued preliminary drafts of the instrument. This usually meant that Dr. Eslinger met with groups on more than one occasion. These interactions accomplished two purposes: they ensured diverse contributions in the identification and assessment of pertinent minority and intergroup relations issues, and they served as a means to build the participants' expectations for reviewing and responding to the results of the survey. However, these expectations also implied that the turnaround time between the administration of surveys and the reporting of results to participating groups had to be expeditious.

Final drafts were then field tested for reliability and validity. Several of the monthly GIRR meetings were devoted to instrument review and critique. Members made changes with respect to clarity of language, organizational format, and item additions and deletions. The survey was also administered to graduate students in the Darden School of Business and an undergraduate class in the Curry School of Education. Responses from the graduate students indicated that a separate instrument was needed for graduate students since their experiences and concerns were somewhat different from those of the undergraduates. The undergraduate students were asked to complete the survey twice, in order to establish consistency of response over time (i.e., a one-week time interval). Following

the second administration of the questionnaire, content and face validity were established by asking respondents to orally interpret the survey's directions and items. This was particularly useful in determining whether respondents understood the purported intent of the items.

As a result of the pilot tests, minor modifications in the final undergraduate survey were made. The development of the undergraduate survey took approximately two months. In light of the number of organizations that were involved, this was relatively quick. It also points to the importance of having one person responsible for the overall coordination of the development process.

During the development of the undergraduate instrument, it became clear that a separate survey needed to be developed for graduate students. This questionnaire consisted of some of the same items as the undergraduate survey so that comparisons could be made. It also includes items pertaining specifically to graduate students and eliminated items pertaining specifically to undergraduate students.

A similar process was implemented during the development of the graduate student and faculty/administrator surveys. Again, relevant student and faculty organizations or groups were contacted and asked to offer their suggestions, and GIRR members reviewed preliminary and final drafts for item clarity and appropriateness. Whenever relevant, items on the graduate and faculty surveys were matched with those on the undergraduate questionnaire or reworded in a correlative manner so that comparisons might be made across response groups.

#### Administration of the Surveys

As noted previously, GIRR is comprised of representatives from each of the University's ten schools. Consequently, representatives volunteered to take responsibility for survey distribution and collection within their schools. This meant obtaining the dean's support and signature on the accompanying cover letter in each school. However, Dr. Eslinger was responsible for the delivery and pick-up of surveys to each of the schools.

At the time of the survey, there were 11,249 undergraduate students, 5,736 graduate students, and 1,796 full and part-time teaching/administrative faculty members. Each person received a questionnaire and thus had an opportunity to participate. The rate of response was seen as a gauge of interest.

Undergraduate questionnaires were distributed at the end of the 1986 fall semester, in conjunction with the distribution and

collection of students' schedule request forms for the 1987 spring semester. The School of Commerce, however, administered the survey during the second week of spring semester. To increase the number of respondents, questionnaires were redistributed in contract dining areas and dormitories by members of Alpha Phi Omega fraternity, the Residence Life staff, and First Year Council.

Graduate student and faculty/administrator surveys were distributed in mailboxes or by University mail during the spring of 1987. GIRR members made the necessary arrangements for return of the completed surveys, and these were then picked up by Dr. Eslinger.

## Results and Recommendations

### Demographic Information

Undergraduate survey responses were received from 2,089 students, or 19% of the total undergraduate student population. This included 1,722 Caucasian students, 195 Afro-American students, 152 students of other racial/ethnic/ cultural affiliation, and 20 students who did not indicate their racial identification. The response rate was greatest for first-year students and dropped with each succeeding class.

Sixteen percent of the total graduate student population (i.e., 928 graduate students) responded to the survey. This group consisted of 809 Caucasians, 37 Afro-Americans, 70 other, and 12 who did not report their race/ ethnicity.

A total of 769 faculty members and administrators (i.e., 43% of the faculty population) completed questionnaires. This included 714 Caucasians, 18 Afro-Americans, 29 members of other racial/ethnic backgrounds, and 8 who did not specify their race/ethnicity.

### Major Findings and Conclusions

The data were analyzed by frequency/percentage of responses in each of the categories of items on the three surveys. Categories included general; student-faculty-staff interaction; student-student interaction; faculty-faculty interaction; curriculum; and institutional policies, procedures, and administrative supports. Comparisons across groups were made between responses of Caucasians, Afro-Americans, and members of other racial/ethnic/ cultural groups.

Once the results were interpreted and summarized, Dr. Eslinger contacted the student and faculty organizations who had

participated in the development of the surveys. She reviewed the results and discussed them with these representatives. Response to a discussion of the results was favorable, and some of the organizations are currently preparing plans as to how they will address concerns that were identified in the survey.

In the final report and during the public release of results, GIRR made it clear that findings were not generalizable beyond the group of respondents. One must remember that response rates were 19% for undergraduates, 16% for graduate students, and 43% for faculty and administrators. It is heartening to see that the response rate for this third group is fairly high and indicates their level of interest in racial, ethnic, and multicultural issues.

The survey investigated a wide spectrum of minority and intergroup issues. These were identified and included on the basis of input obtained from members of the University community during the early stages of development of the survey instruments. The fact that numerous student and faculty organizations chose to participate in the process seemed, in itself, to suggest a high level of interest in, and support for, minority-majority concerns at the University of Virginia. This conclusion was corroborated by the survey findings which revealed that across all response groups, percentages ranged from 74-100% in agreement with the statement, "Racial concerns should be a high priority at the University." In addition, 56-89% of respondents across groups agreed with the statement, "I would be interested in attending seminars, workshops, etc., designed to further my understanding of diverse ethnic or cultural groups. Nearly everyone (92-100%) indicated that they valued cross-racial/cultural interaction.

## Recommendations

Specific recommendations fell into four categories: training, curriculum analysis, continued surveying, and monitoring and coordination. First, it was suggested that all administrators, faculty, and staff be exposed to some initial training that sensitized them to the issue of race relations in a systematic fashion. This training could include the results of the student and faculty survey for the purpose of better understanding the racial attitudes at the University of Virginia. Once completed, it would then be followed by regular additional training on an annual basis.

Second, it was recommended that each school and/or department assess their own curriculum to determine the extent that alternative curriculum perspectives were adequately presented. GIRR members would serve as resources and develop a curriculum analysis procedure. Once this procedure was validated, GIRR members would work with faculty committees from

various departments to implement the curriculum analysis. Departments would benefit in the following ways: (1) they would have an increased knowledge of multicultural components of their curriculum; (2) an explicit message to minority and majority faculty and students would be sent, that the inclusion of multicultural issues was of departmental concern; and (3) through action, they would demonstrate a commitment to the importance of viewing the content of a discipline in a broader light. An additional benefit of the process might be an increased emphasis of multicultural aspects of the courses and curricula in the written course and catalog descriptions.

Third, it was recommended that staff at the University of Virginia be surveyed, using a process similar to the one utilized for the student and faculty questionnaires. Representatives of the staff would be invited to participate in GIRR and in the development of the survey.

Fourth, it was recommended that efforts in the area of race relations be coordinated, monitored, and evaluated. Strategies would need to be developed to ensure that training and curriculum analysis activities mesh with other activities currently underway at the University and that the implemented activities are appropriately evaluated. In order to achieve this recommendation, a coordinator would have to be hired. This person could use the existing GIRR as an advisory board. Responsibilities of the position would include the development and implementation of a variety of training programs; development, field testing, and supervision of implementation of a curriculum analysis procedure; coordination of programs within different schools and central administration; evaluation of programs; and reporting to the University community on the progress of these programs. The data which are collected during monitoring and evaluation can be used for improving the program and for informing others as to the program's progress and effectiveness. Results from the current set of surveys can serve as baseline data for monitoring the overall change in racial attitudes over time. Biannual administration of racial attitude surveys could be undertaken to assess University progress in this area.

In conclusion, the Group on Improving Race Relations has completed an extensive survey of students and faculty on race relations. The survey represents a culmination of efforts, from diverse sources. Use of an interaction process was crucial in the survey's design.

Essential to the development and administration of the questionnaire was the hiring of a coordinator who had extensive training in the area of instrument design and evaluation methodology. Her diligence in working with groups to identify

and field test items and in meeting imposed deadlines made her the linchpin around which the work revolved.

This survey represents a first step in reaching GIRR's goal--to improve race relations at the University of Virginia. Results from the questionnaire are both promising and realistic, promising in the sense that there was consistent agreement across groups that race relations should be a priority at the University, and realistic in that they showed differences across racial groups on attitudes or perceptions about University policies and programs.

The following uses have been made of the report since its release in October 1987.

1. Proposal Development. Since the publication of the report, the GIRR has developed two proposals using the data from the report for substantiation of racial attitudes at the University. One proposal was submitted to the University administration and a second is being prepared for submittal to the State Council of Higher Education.

2. Publicity. The report has been shared with both campus and local media. As a result, the issues of race relations have been discussed both at the University and in the local and statewide press.

3. Training. Data from the report have been shared with a number of different groups around the University. Most notably a training session has been conducted for the Student Honor Committee and the results have been shared with members of the Board of Visitors. Since the report was published, an independent student group has been formed and is currently developing racial awareness training for other student groups. It is expected that this training will be available second semester.

4. Other Uses. The results from the survey have been provided to all Deans of the 10 different colleges, broken down according to their individual students and faculty. The School of Education Multicultural and Minority Affairs Committee has prepared a school-wide summary including recommendations that has been shared with the total faculty and is expected to be implemented second semester.

The GIRR plans to use the results from the survey as one measure of change of racial climate at the University of Virginia. The committee expects to conduct the survey next year to assess change in attitudes.

## References

1. Harris, W.: Percentage of blacks in U.Va. job categories (fall, 1986).
2. Task Force on Afro-American Affairs: Letter to the faculty. November 15, 1986.
1. Harris W: Percentage of blacks in U.Va. job categories (fall, 1986).
2. Task Force on Afro-American Affairs: Letter to the faculty. November 15, 1986.



## STUDENT PERCEPTION QUESTIONNAIRE

Directions: Please complete the following demographic information.

Year: ☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☐ 4th Year

Sex: ☐ Male ☐ Female

Citizenship: ☐ U.S. ☐ Other \_\_\_\_\_  
(please specify)

Race: ☐ Afro-American ☐ East Indian  
☐ Asian ☐ Indonesian  
☐ Asian-American ☐ Indo-American  
☐ Caucasian ☐ Native American Indian  
☐ Hispanic ☐ Other \_\_\_\_\_  
 (please specify)

Age Range: ☐ Under 17 ☐ 17-22 ☐ 22-28  
☐ 29-34 ☐ 35-40 ☐ Over 40

Where do you live? ☐ On Grounds ☐ Off Grounds ☐ Greek Housing

What most strongly influenced your decision to attend UVA?

☐ Reputation of the school ☐ Feasible cost  
☐ Recruited ☐ Friends or family members attended  
☐ Received scholarship ☐ Other \_\_\_\_\_  
 (please specify)

Have you ever considered dropping out of UVA or transferring to another school?

☐ Yes ☐ No

If yes, why? \_\_\_\_\_

Please identify your school and major area of study:

School (e.g., Curry School, Darden School, etc.) \_\_\_\_\_ Major Area of Study \_\_\_\_\_

Directions: Based upon your perceptions, please respond to each of the following statements. Circle SD if you strongly disagree with a statement; circle D if you disagree; circle A if you agree; circle SA if you strongly agree. If you have no opinion or if you feel that a question is not applicable to you, circle NA. Select only one response per question, but feel free to qualify any or all of your responses in the comment space provided. Certain items may apply to one group more than another. If you perceive, for example, that a particular issue is relevant to Asian students, but not to Black students, this may be indicated in your comments.

## GENERAL

## COMMENTS (optional)

- |  |              |
|--|--------------|
| 1. Racial concerns <u>should be</u> a high priority at the University. | SD D A SA NA |
| 2. Racial concerns <u>are</u> a high priority at the University.       | SD D A SA NA |
| 3. Race relations generally pose a problem at the University.          | SD D A SA NA |
| 4. I have witnessed or experienced racial discrimination at UVA.       | SD D A SA NA |

## COMMENTS (optional)

5. I feel comfortable at this University and have a sense of belonging. SD D A SA NA
6. There should be more minority faculty members and administrators at UVA. SD D A SA NA
7. There should be more minority students at UVA. SD D A SA NA

## STUDENT-FACULTY-STAFF INTERACTION

1. Professors at this University interact well with students of all races. SD D A SA NA
2. Basically, I have good relationships with faculty members on grounds. SD D A SA NA
3. In my opinion, professors at this University have graded me fairly and without regard to race/nationality. SD D A SA NA
4. My advisor provides me adequate information regarding my academic program. SD D A SA NA
5. My interactions with the Dean of Students staff have generally been positive. SD D A SA NA
6. Staff members at the University treat students in an equitable manner (e.g., Bursar's Office, Financial Aid). SD D A SA NA

## STUDENT-STUDENT INTERACTION

1. There is a lack of communication among students of different races/nationalities at the University. SD D A SA NA
2. I value cross-racial/cultural student interaction. SD D A SA NA
3. I frequently study or work on projects with students of other ethnic groups. SD D A SA NA
4. My social interactions frequently include members of different ethnic groups. SD D A SA NA
5. Opportunities for cross-racial/cultural student interaction are limited at UVA. SD D A SA NA
6. There is a need for greater intermingling between minority group student organizations and other student organizations at UVA. SD D A SA NA
7. First year University housing assignments facilitate cross-racial/cultural mixing. SD D A SA NA

## COMMENTS (optional)

8. Upper class University housing assignments facilitate cross-racial/cultural mixing. SD D A SA NA
9. The living environment in University housing promotes cross-racial/cultural interaction. SD D A SA NA
10. There are equal opportunities for students of all races/nationalities to participate in University clubs and organizations. SD D A SA NA
11. There are equal opportunities for students of all races/nationalities to hold leadership positions in UVA clubs and organizations. SD D A SA NA
12. Social fraternities/sororities discriminate in membership selection on the basis of race. SD D A SA NA
13. Service fraternities/sororities discriminate in membership selection on the basis of race. SD D A SA NA
14. Existent fraternity/sorority rush practices promote cross-racial/cultural interaction. SD D A SA NA
15. If given the opportunity, I would join a Greek organization that is predominantly comprised of racial/ethnic groups different from my own. SD D A SA NA

## CURRICULUM

1. It is important for courses, whenever applicable, to include materials or activities that represent multi-cultural perspectives. SD D A SA NA
2. Many of my courses have included topics, activities, and/or research representative of diverse ethnic/cultural groups. SD D A SA NA
3. I would be interested in attending seminars, workshops, etc., designed to further my understanding of diverse ethnic or cultural groups. SD D A SA NA

## INSTITUTIONAL POLICIES, PROCEDURES, PRACTICES, AND ADMINISTRATIVE SUPPORTS

1. Minority groups are adequately represented in student government (Honor Committee, University Union, Student Council, etc.). SD D A SA NA
2. In terms of its ideals, the Honor System at UVA is equitable and fair to students of all races/nationalities. SD D A SA NA

## COMMENTS (optional)

3. In terms of its applications, the Honor System at UVA is equitable and fair to students of all races/nationalities. SD D A SA NA
4. University Union programming enhances minority affairs. SD D A SA NA
5. The University Judiciary Committee handles investigations and trial procedures in an equitable manner. SD D A SA NA
6. Student Council is concerned about minority issues. SD D A SA NA
7. Students of all races/nationalities have an equal opportunity to gain admittance into graduate and professional programs at UVA. SD D A SA NA
8. Minority students are admitted to this University on the basis of merit, not simply to fulfill a quota. SD D A SA NA
9. Students of diverse races/nationalities receive equal opportunities to obtain work-study or assistantship positions. SD D A SA NA
10. Sufficient student orientation is provided at this University. SD D A SA NA
11. There are equal opportunities for students of all races/nationalities to receive recognition, academic awards, and service rewards at this University. SD D A SA NA
12. The University administration is supportive of minority needs and issues. SD D A SA NA
13. Institutional policies and practices are fair and equitable to both majority and minority group students. SD D A SA NA

**Directions:** Please complete the following open-ended questions. If additional space is needed for comments, please attach a separate sheet of paper.

1. What recommendations would you make to enhance relations between minority and majority groups at this University?
2. What recommendations would you make to facilitate the recruitment and/or retention of minority group students?
3. Please describe any incidents of discrimination/racism/antisemitism that you have experienced at the University.

## GRADUATE STUDENT PERCEPTION QUESTIONNAIRE

Directions: Please complete the following demographic information.

Level: ☐ Masters ☐ Doctorate ☐ Professional  
☐ Other \_\_\_\_\_

(please specify)

Status: ☐ Full-time student ☐ Part-time student

Sex: ☐ Male ☐ Female

Citizenship: ☐ U.S. ☐ Other \_\_\_\_\_

(please specify)

Race/ ☐ Afro-American

☐ East Indian

Ethnic ☐ Asian

☐ Indonesian

Group: ☐ Asian-American

☐ Indo-American

☐ Caucasian

☐ Native American Indian

☐ Hispanic

☐ Other \_\_\_\_\_

(please specify)

What most strongly influenced your decision to attend UVA?

☐ Reputation of the school

☐ Feasible cost

☐ Recruited

☐ Friends or family members attended

☐ Received scholarship

☐ Other \_\_\_\_\_

(please specify)

Have you ever considered dropping out of UVA or transferring to another school?

☐ Yes

☐ No

If yes, why? \_\_\_\_\_

Please identify your school and department: \_\_\_\_\_

(School)

(Department)

Directions: Based upon your perceptions, please respond to each of the following statements. Circle SD if you strongly agree with a statement; circle D if you disagree; circle A if you agree; circle SA if you strongly agree. If you have no opinion or if you feel that a question is not applicable to you, circle NA. Select only one response per question, but feel free to qualify any or all of your responses in the comment space provided. Certain items may apply to one group more than another. If you perceive, for example, that a particular issue is relevant to Asian students, but not to Black students, this may be indicated in your comments.

COMMENTS (optional)

#### GENERAL

- |   |    |   |   |    |    |
|---|----|---|---|----|----|
| 1. Racial concerns <i>should be</i> a high priority at the University.      | SD | D | A | SA | NA |
| 2. Racial concerns <i>are</i> a high priority at the University.            | SD | D | A | SA | NA |
| 3. Race relations generally pose a problem at the University.               | SD | D | A | SA | NA |
| 4. I have witnessed or experienced racial discrimination at UVA.            | SD | D | A | SA | NA |
| 5. I feel comfortable at this University and have a sense of belonging.     | SD | D | A | SA | NA |
| 6. There should be more minority faculty members and administrators at UVA. | SD | D | A | SA | NA |
| 7. There should be more minority graduate/professional students at UVA.     | SD | D | A | SA | NA |
| 8. Racial concerns would be a factor in my decision to remain at UVA.       | SD | D | A | SA | NA |

#### STUDENT-FACULTY-STAFF INTERACTION

- |   |    |   |   |    |    |
|---|----|---|---|----|----|
| 1. Professors in my school/department interact well with students of all races. | SD | D | A | SA | NA |
|---|----|---|---|----|----|

- |    |   |    |   |   |    |    |
|----|---|----|---|---|----|----|
| 2. | Basically, I have good relationships with faculty members in my school/department.                              | SD | D | A | SA | NA |
| 3. | In my opinion, professors in my school/department have graded me fairly and without regard to race/nationality. | SD | D | A | SA | NA |
| 4. | Faculty members in my school/department display an active interest in my personal and professional development. | SD | D | A | SA | NA |
| 5. | My advisor provides me adequate information regarding my academic program.                                      | SD | D | A | SA | NA |
| 6. | My interactions with the Dean of Students staff have generally been positive.                                   | SD | D | A | SA | NA |
| 7. | Staff members at UVA treat students in an equitable manner (e.g., Bursar's Office, Financial Aid).              | SD | D | A | SA | NA |

**STUDENT-STUDENT INTERACTION**

- |    |  |    |   |   |    |    |
|----|--|----|---|---|----|----|
| 1. | There is a lack of communication among students of different races/nationalities in my school/department.  | SD | D | A | SA | NA |
| 2. | I value cross-racial/cultural student interaction.   | SD | D | A | SA | NA |
| 3. | I frequently study or work on projects, in lab groups, and the like with students of other ethnic groups.  | SD | D | A | SA | NA |
| 4. | My social interactions frequently include members of different ethnic groups.  | SD | D | A | SA | NA |
| 5. | Opportunities for cross-racial/cultural student interaction are limited in my school/department.   | SD | D | A | SA | NA |
| 6. | There is a need for greater intermingling between minority group student organizations and other student organizations at UVA.                           | SD | D | A | SA | NA |
| 7. | There are equal opportunities for students of all races/nationalities to participate in UVA graduate/professional clubs and organizations.               | SD | D | A | SA | NA |
| 8. | There are equal opportunities for students of all races/nationalities to hold leadership positions in UVA graduate/professional clubs and organizations. | SD | D | A | SA | NA |

**CURRICULUM**

- |    |  |    |   |   |    |    |
|----|--|----|---|---|----|----|
| 1. | It is important for courses, whenever applicable, to include materials or activities that represent multicultural perspectives.          | SD | D | A | SA | NA |
| 2. | Many of my courses have included topics, activities, and/or research representative of diverse ethnic/cultural groups.                   | SD | D | A | SA | NA |
| 3. | I would be interested in attending seminars, workshops, etc., designed to further my understanding of diverse ethnic or cultural groups. | SD | D | A | SA | NA |

# INSTITUTIONAL POLICIES, PROCEDURES, PRACTICES AND ADMINISTRATIVE SUPPORTS

1. Minority groups are adequately represented in graduate student government (class offices, Honor Committee, University Union, Student Council, etc.).	SD	D	A	SA	NA
2. In terms of its <i>ideals</i> , the Honor System at UVA is equitable and fair to students of all races/nationalities.	SD	D	A	SA	NA
3. In terms of its <i>implementations</i> , the Honor System at UVA is equitable and fair to students of all races/nationalities.	SD	D	A	SA	NA
4. University Union programming enhances minority affairs.	SD	D	A	SA	NA
5. The University Judiciary Committee handles investigations and trial procedures in an equitable manner.	SD	D	A	SA	NA
6. Student Council is concerned about minority issues.	SD	D	A	SA	NA
7. Students of all races/nationalities have an equal opportunity to gain admittance into graduate and professional programs in my school.	SD	D	A	SA	NA
8. Minority students are admitted to this University on the basis of merit, not simply to fulfill a quota.	SD	D	A	SA	NA
9. Graduate/professional students of diverse races/nationalities receive equal opportunities to obtain financial support or assistantship positions.	SD	D	A	SA	NA
10. There are equal opportunities for students of all races/nationalities to receive recognition, academic awards, and service rewards at this University.	SD	D	A	SA	NA
11. The University administration is supportive of minority needs and issues.					
12. Institutional policies and practices are fair and equitable to both majority and minority group students.	SD	D	A	SA	NA

Directions: Please respond to each of the following questions by marking an X beside any or all of the responses that you deem most appropriate.

1. What recommendations would you make to enhance relations between minority and majority groups at this University?

- |   |  |
|---|--|
| ( ) Formalize University-wide philosophy and goals regarding intergroup relations | ( ) Promote interaction between service and social fraternities/sororities |
| ( ) Emphasize hiring of more minority faculty                                     | ( ) Promote greater integration at University housing                      |
| ( ) Include cross-cultural programming in student orientation                     | ( ) Actively recruit more minority students                                |
| ( ) Organize informational exhibits, culture nights, etc.                         | ( ) None--relations do not need enhancement                                |
| ( ) Emphasize multicultural activities, projects, curricula, seminars, etc.       |  |
| ( ) Other _____   |  |

(please specify)

2. What recommendations would you make to facilitate the recruitment and/or retention of minority group students?
- |  |   |
|--|---|
| <input type="checkbox"/> Have more visiting minority scholars  | <input type="checkbox"/> Provide more recognition for achievements                  |
| <input type="checkbox"/> Send UVA minority students and alumni to recruit  | <input type="checkbox"/> Emphasize out-of-state recruitment                         |
| <input type="checkbox"/> Establish transitional 5-6 year degree programs including 2-4 semesters of "transitional" courses | <input type="checkbox"/> Enhance financial incentives                               |
| <input type="checkbox"/> Organize mentor programs  | <input type="checkbox"/> Expand Spring/Fall Fling programs                          |
| <input type="checkbox"/> Expand tutoring and assistance programs   | <input type="checkbox"/> Recruit more minority faculty                              |
| <input type="checkbox"/> Increase promotion and publicity efforts  | <input type="checkbox"/> Establish big brother/big sister programs                  |
| <input type="checkbox"/> Encourage co-sponsorship activities within differing organizations and departments                | <input type="checkbox"/> None--present recruitment/retention efforts are sufficient |
| <input type="checkbox"/> Other _____   |   |
- (please specify)

Directions: Please answer the following open-ended question:

Describe any incidents of discrimination/racism/antisemitism that you have experienced at the University

Additional Comments:



## FACULTY AND ADMINISTRATOR PERCEPTION QUESTIONNAIRE

Directions: Please complete the following demographic information.

Position: ☐ Director ☐ Assistant Dean  
☐ Dean ☐ Associate Dean  
☐ Full Professor ☐ Associate Professor  
☐ Assistant Professor ☐ Graduate Teaching Assistant  
☐ Instructor ☐ Research Associate  
☐ Adjunct Faculty ☐ Research Assistant  
☐ Other \_\_\_\_\_  
 (please specify)

How long have you been employed at this University?  
☐ Less than 2 years ☐ 11-15 years  
☐ 2-5 years ☐ 16-20 years  
☐ 6-10 years ☐ Over 20 years

What level of courses do you teach?  
☐ Undergraduate ☐ Graduate ☐ Both ☐ Not applicable

Sex: ☐ Male ☐ Female

Citizenship: ☐ U.S. ☐ Other \_\_\_\_\_  
 (please specify)

Race: ☐ Afro-American ☐ East Indian  
☐ Asian ☐ Indonesian  
☐ Asian-American ☐ Indo-American  
☐ Caucasian ☐ Native American Indian  
☐ Hispanic ☐ Other \_\_\_\_\_  
 (please specify)

Please identify your school (e.g., Continuing Education, Curry School, Darden School, etc.) and department:

\_\_\_\_\_  
 (School)

\_\_\_\_\_  
 (Department)

Directions: Based upon your perceptions, please respond to each of the following statements. Circle SD if you strongly disagree with a statement; circle D if you disagree; circle A if you agree; circle SA if you strongly agree. If you have no opinion, or if you feel that a question is not applicable to you, circle NA. Select only one response per question, but feel free to qualify any or all of your responses in the comment space provided. Certain items may apply to one group more than another. If you perceive, for example, that a particular issue is relevant to Asian students, but not to Black students, this may be indicated in your comment.

## GENERAL

COMMENTS (optional)

1	Racial concerns <u>should be</u> a high priority at the University.	SD	D	A	SA	NA
2	Racial concerns <u>are</u> a high priority at the University.	SD	D	A	SA	NA
3	Race relations generally pose a problem at the University.	SD	D	A	SA	NA
4	I have witnessed or experienced racial discrimination at UVA.	SD	D	A	SA	NA
5	I feel comfortable at this University and have a sense of belonging.	SD	D	A	SA	NA
6	There should be more minority faculty members and administrators at UVA.	SD	D	A	SA	NA
7	There should be more minority students at UVA.	SD	D	A	SA	NA
8	Racial concerns would be a factor in my decision to remain at UVA.	SD	D	A	SA	NA

## STUDENT-FACULTY-STAFF INTERACTION

1.	Positive cross-racial/cultural student interaction is a goal of most faculty members in my school/department.	SD	D	A	SA	NA
2.	Faculty members in my school/department interact well with students of all races.	SD	D	A	SA	NA
3.	Basically, I have good relationships with students on grounds.	SD	D	A	SA	NA
4	In my opinion, faculty assign grades fairly and without regard to students' race or nationality.	SD	D	A	SA	NA
5	In my opinion, faculty provide advisees with adequate information regarding their academic program.	SD	D	A	SA	NA
6	Staff members at the University treat students in an equitable manner.	SD	D	A	SA	NA
7.	In my school/department, the secretarial staff provides equitable assistance to students of all races/nationalities.	SD	D	A	SA	NA

## STUDENT-STUDENT INTERACTION

1	There is a lack of communication among students of different races/nationalities at the University.	SD	D	A	SA	NA
2	Opportunities for cross-racial/cultural student interaction are limited at UVA	SD	D	A	SA	NA

## COMMENTS (optional)

3. There is a need for greater intermingling between minority group student organizations and other student organizations at UVA. SD D A SA NA

## FACULTY-FACULTY INTERACTION

1. Cross-racial/cultural faculty interaction is important/desirable. SD D A SA NA
2. There is a lack of communication among faculty members of different races/nationalities in my school/department. SD D A SA NA
3. Opportunities for cross-racial/cultural faculty interaction are limited in my school/department. SD D A SA NA
4. In my school/department, there are equal opportunities for faculty members of all races/nationalities to participate in organizations and committees. SD D A SA NA
5. In my school/department, there are equal opportunities for faculty members of all races/nationalities to hold leadership positions in organizations and committees. SD D A SA NA
6. In my school/department, faculty members receive consideration for advancement without regard to race/nationality. SD D A SA NA

## CURRICULUM

1. It is important for courses, whenever applicable, to include materials or activities that represent multicultural perspectives. SD D A SA NA
2. Many of the courses I teach include topics, activities, and/or research representative of diverse ethnic/multicultural groups. SD D A SA NA

INSTITUTIONAL POLICIES, PROCEDURES, PRACTICES  
AND ADMINISTRATIVE SUPPORTS

1. Minority groups are adequately represented in student government (e.g., Honor Committee, University Union, Student Council, etc.). SD D A SA NA

## COMMENTS (optional)

2.	In terms of its <u>ideals</u> , the Honor System at UVA is equitable and fair to students of all races/nationalities.	SD	D	A	SA	NA
3.	In terms of its <u>implementations</u> , the Honor System at UVA is equitable and fair to students of all races/nationalities.	SD	D	A	SA	NA
4.	University Union programming enhances minority affairs.	SD	D	A	SA	NA
5.	The University Judiciary Committee handles investigations and trial procedures in an equitable manner.	SD	D	A	SA	NA
6.	Student Council is concerned about minority issues.	SD	D	A	SA	NA
7.	Students of all races/nationalities have an equal opportunity to gain admittance into graduate and professional programs in my school.	SD	D	A	SA	NA
8.	Minority students are admitted to this University on the basis of merit, not simply to fulfill a quota.	SD	D	A	SA	NA
9.	Students of diverse races/nationalities receive equal opportunities to obtain work-study or assistantship positions.	SD	D	A	SA	NA
10.	Sufficient student orientation is provided at this University.	SD	D	A	SA	NA
11.	There are equal opportunities for students of all races/nationalities to receive recognition, academic awards, and service rewards at this University.	SD	D	A	SA	NA
12.	The University administration is supportive of minority needs and issues.	SD	D	A	SA	NA
13.	Institutional policies and practices are fair and equitable to both majority and minority group students.	SD	D	A	SA	NA
14.	It is important for materials (pamphlets, handbooks, etc.) and activities, whenever applicable, to represent multicultural perspectives.	SD	D	A	SA	NA
15.	Our school/department offers workshops, presentations, or counseling designed to further understanding of diverse ethnic or cultural groups.	SD	D	A	SA	NA

Directions: Please respond to each of the following questions by marking an X beside any or all of the responses that you deem most appropriate.

1. What recommendations would you make to enhance relations between minority and majority groups at this University?

- |  |   |
|--|---|
| <input type="checkbox"/> Formalize University-wide philosophy and goals regarding intergroup relations | <input type="checkbox"/> Promote interaction between service and social fraternities/sororities |
| <input type="checkbox"/> Emphasize hiring of more minority faculty                                     | <input type="checkbox"/> Promote greater integration in University housing                      |
| <input type="checkbox"/> Include cross-cultural programming in student orientation                     | <input type="checkbox"/> Actively recruit more minority students                                |
| <input type="checkbox"/> Organize informational exhibits, culture nights, etc.                         | <input type="checkbox"/> None - relations do not need enhancement                               |
| <input type="checkbox"/> Emphasize multicultural activities, projects, curricula, seminars, etc.       |   |

☐ Other \_\_\_\_\_  
(please specify)

2. What recommendations would you make to facilitate the recruitment and/or retention of minority group students?

- |  |  |
|--|--|
| <input type="checkbox"/> Have more visiting minority scholars  | <input type="checkbox"/> Provide more recognition for achievements                   |
| <input type="checkbox"/> Send UVA minority students and alumni to recruit  | <input type="checkbox"/> Emphasize out-of-state recruitment                          |
| <input type="checkbox"/> Establish transitional 5-6 year degree programs including 2-4 semesters of "transitional" courses | <input type="checkbox"/> Enhance financial incentives                                |
| <input type="checkbox"/> Organize mentor programs  | <input type="checkbox"/> Expand Spring/Fall Fling programs                           |
| <input type="checkbox"/> Expand tutoring and assistance programs   | <input type="checkbox"/> Recruit more minority faculty                               |
| <input type="checkbox"/> Increase promotion and publicity efforts  | <input type="checkbox"/> Establish big brother/big sister programs                   |
| <input type="checkbox"/> Encourage co-sponsorship activities within differing organizations and departments                | <input type="checkbox"/> None - present recruitment/retention efforts are sufficient |

☐ Other \_\_\_\_\_  
(please specify)

3. What recommendations would you make to facilitate the recruitment and/or retention of minority group faculty members?

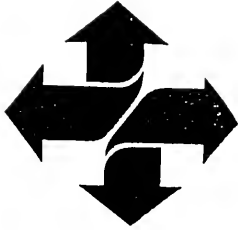
- ☐ Initiate outreach at the graduate student level
- ☐ Enhance financial incentives
- ☐ Practice active recruitment

- ( ) Promotional increase/higher pay with responsibilities related to departments other than their own
- ( ) None - present recruitment/retention efforts are sufficient
- ( ) Other \_\_\_\_\_  
(please specify)

Directions: Please answer the following open-ended question:

Describe any incidents of discrimination/racism/antisemitism that you have experienced at the University.

Additional Comments:



## Embracing multiculturalism: The existing contradictions

Donald J. Barr and LeNorman J. Strong

The American principles of equality, freedom of expression, open participation, and mutual respect make arguing against the virtues of multiculturalism absurd. America's melting pot has been revered for mixing races to produce a rich society. Leaders in high education actively embrace these principles.

On the other hand, if the actions of these leaders were used to evaluate commitment to multiculturalism, it would be just as easy to argue there is no commitment. The contradiction between the philosophical rhetoric of openness and change versus actions of exclusion and maintenance of privilege dramatically illustrates why multiculturalism has never been embraced in higher education.

Neither American society nor higher education has embraced multiculturalism because the reality of embracing it has too many risks. These risks will be critically analyzed in this paper. A set of principles will be proposed for institutions to follow if there is serious concern about operationalizing the goals of multiculturalism.

### Definition

The following definition of a

multicultural organization will be used in the paper.

*A multicultural organization is one which is genuinely committed to diverse representation of its membership; is sensitive to maintaining an open, supportive and responsive environment; is working toward and purposefully including elements of diverse cultures in its ongoing operations; and one which is authentic in its response to issues confronting it (Strong, 1986)*

The key words and phrase of this definition are genuinely, purposefully, and authentic in its response to issues confronting it. Genuinely means actions as well as words. Purposefully means that institutional policies and practices are carefully and judiciously monitored in relation to the goals of multiculturalism. Authentic in its response to issues confronting it refers to the institution's commitment to changing its policies and practices that block reaching the goals of multiculturalism.

L. C. Dunn and Theodosius Dobzhansky, in their book *Heredity, Race and Society*, sum up the need for multiculturalism:

*In the realm of culture, there is enough room to accommodate the diverse contributions not only of different individuals, but also of every nation and race. It is a waste of time to discuss which particular contributions are superior and which inferior. There is no common measure applicable to the works of a poet, an artist, a philosopher, a scientist and the simple kindness of heart of a plain human. Humanity needs them all. (1952, p. 135)*

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For this article, the authors received the 1987 Chester A. Berry Scholar Award for Excellence in Writing.

In general, multicultural programs are supported in higher education as long as they respond to a crisis or focus on student and staff developmental behavior. These symptom-oriented programs define racism as an institutional aberration temporarily existing because of some unusual phenomenon. These programs deny viewing racism as a fundamental institutional characteristic (Barr, 1984).

Symptom-oriented programs are Band-Aids to cover fundamental contradictions within the institution. When the content of multicultural programs is behavioral and the faculty, administrators, and trustees do not participate, it is guaranteed that institutional policies blocking multiculturalism will not be altered. Symptom-oriented programs permit the institution to embrace multiculturalism by claiming to eliminate oppressive barriers by including under represented groups while at the same time maintaining exclusionary policies and practices.

#### Institutional barriers

Institutional policies and practices that relate directly to either blocking or facilitating progress toward the goals of multiculturalism include:

- hiring and promoting of faculty, staff, or administrators
- admissions practices
- financial aid policies and procedures
- management of investment portfolios
- budget decisions
- curriculum development
- course reading lists
- library acquisitions
- campus speakers, entertainers and other extracurricular activities

When these policies and practices are not integrated into the content of multicultural programs, they are oriented toward maintaining the status quo. Maintaining the status quo means perpetuating the privileged position of the traditionally powerful group, i.e., white and/or white-like.

A few well-intentioned white liberals and people of color, generally in student personnel work, are set up or set themselves up to take the personal risk of committing time and en-

ergy to organize and lead multicultural programs (Strong & Loomis, 1982). These same individuals often sacrifice job performance, academic progress, and personal mental health to work on issues of multiculturalism. This pattern of program development allows for the phony embracing of multiculturalism because the dominant group can remain on the sidelines viewing programs and helping the institution to continue on its merry way.

Why give it up  
if it works so well?

If our analysis of the fundamental contradiction in embracing multiculturalism is correct, then the nature of the contradiction is well-entrenched in higher education. The structure of higher education is a well-oiled, rationalized, racist system that provides many privileges to the dominant group. Why would anyone benefiting from this system want to change it? If multiculturalism is embraced, those with privilege will have to share access to resources. Why then would they want to make this commitment?

---

*"If our analysis of the fundamental contradiction in embracing multiculturalism is correct, then the nature of the contradiction is well-entrenched in higher education."*

---

They won't unless the changes would maintain their self-interests or institutional interests. Student personnel workers in general and college union and student activities professionals specifically fall into the trap of trusting the liberal good intentions of the powerful when they define multicultural programs from a narrow, limited interpersonal perspective. In his book *For Whites Only*, Robert Terry (1972) proposes that in order for multiculturalism to be achieved, there must be a commitment to change and a participation in the change process by all components of the organization, including the leadership. If one accepts the hy-



pothesis that the dominant liberal intervention models do not work, there are at least two other ways to define multicultural programs that might be successful. The first approach focuses on economic development. The second approach focuses on structural change.

Proponents of the economic strategy construct programs with the same economic and maintenance priorities as those which already exist in the university. The economic strategy is based on the assumption that if multicultural programs were implemented across the university, the economic base would improve and everyone would be more productive and satisfied. Such an approach could also help increase retention. The economic strategy has been successful in several corporations over the last few years (Naisbit, 1982).

The advantage of this strategy is that it will probably work. The disadvantage is that the power relationships within the institution will not be altered. In the economic approach, the fundamental characteristic of racism will not change. Multiculturalism becomes merely a tool that will help the organization maintain its power structure and relationships.

A second strategy would be to propose programs that would work toward the goal of multiculturalism by altering the structure of the institution to make it more inclusive. This strategy will work if power holders are required to participate in training programs that cover both behavioral and structural issues.

Figure 1 illustrates three dimensions of institutional change that

are typical program development strategies used by organizations to become multicultural. Level 1, the interpersonal approach, is the most widely adopted because it is the safest. The liberal strategy focuses on interpersonal interaction and attitude change. The weakness in this model is that institutional racism is viewed as a social aberration rather than a fundamental characteristic of society.

Level 2, the economic approach, has grown in popularity in recent years. This strategy focuses on bottom-line production and economic language. The weakness of this model is that it is a top-down approach that excludes any consideration of structural change.

Level 3, the structural behavioral approach, is seldom used because it confronts institutional policies and practices that maintain the exclusion of people of color. The weakness of the Level 3 strategy is that it requires a universal and long-term institution commitment to accomplish its goals.

#### Principles and practices

The following principles build on Level 3, the only model that integrates behavioral and structural change. In order for these principles to work, there must be an action plan. The community must understand and genuinely accept the goals of multiculturalism and adopt a system of accountability. Action steps include:

1. Establishing a diverse representative group of organizational members charged to evaluate current policies and practices and their impact on the organization.

2. Critically reviewing and analyzing all new policies to determine whether they are consistent with the commitment to multiculturalism.
3. Having classroom instructors observe each other to overcome teaching practices that block multiculturalism.
4. Questioning the school curriculum for its pedagogy; i.e., is it embedded in white Euro/American culture, and if so, what can be eliminated or added to build a multicultural curriculum?
5. Having all faculty, staff, and administrative search committees monitored by a representative group that has the power to say no.
6. Monitoring investment portfolios to ensure they support Third World development in the United States and worldwide.
7. Making budget and tuition decisions so that the education and economic resources of the school are open to all classes and races.
8. Seeing diversity as enriching the learning environment. The percentages of people of color in the state where a school is located would determine the minimum standard for evaluating progress toward diversity.
9. Having admissions criteria and practices monitored by a representative group with power.
10. Having extracurricular programs and services purposefully reflect the diversity of the various cultures of the world.

For these principles to be successful, the organization must require all new members of the com-

Figure 1  
Models of Program Development in Multiculturalism

	Interpersonal/Attitudinal	Economic/Behavioral	Structural/Behavioral
Political orientation	Liberal	Conservative	Radical
Problem of racism	Defined as aberration	Defined as an aberration to social structure	Defined as fundamental to social structure
Power relationships	Remain constant	Remain constant	Altered
Participants	Students and staff	All members	All members
Goal of the model	Members feel better	Be more satisfied with work and be more productive	Commitment to confront and change oppressive structure and behaviors

munity to attend an orientation program which explains the institution's commitment to multiculturalism and teaches essential concepts and skills that are consistent with and that are an integral part of multicultural goals. This orientation program will have continuous follow-up.

When a community or organization adopts these principles, there must be a clear understanding of the consequences. Change is not easy. The process of following these principles will not be easy. Martin Luther King Jr. addressed the reality of the struggle for change in his book *Stride Toward Freedom*:

*In short, we must work on two fronts. On the one hand, we must continue to resist the system which is the basic cause of our lagging standards; on the other hand, we must work constructively to improve the standards themselves. There must be a rhythmic alternation between attacking the causes and healing the effects (1958, p. 224)*

#### What it all means

To embrace multiculturalism means to think and behave differently and to change institutional policies. Any institution that takes this challenge genuinely is taking on years of struggle. It is easy to deny the reality of racism institutionally and personally. It is easy to say we've already solved the problem, but it is not possible today to prove that we have truly done so. Racially oriented attacks such as those in Howard Beach, Queens, N.Y., in December of 1986 are on the rise. Harold Hodgkinson has indicated that institutions are struggling with the reality that people of color are increasing in their percentages of the American population (Hodgkinson, 1986). Successful institutions of the future must begin the work to embrace multiculturalism today.

Martin Luther King Jr. makes the case for the need for institutions to change in his book, *Where Do We Go From Here: Chaos or Community?*

*We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time. Life often leaves us standing bare, naked, and dejected with a lost opportunity. The tide in the affairs of men does not remain at the flood; it ebbs. We may cry out desperately for time to pause in her passage, but time is deaf to every plea*

*and rushes on. Over the bleached bones and jumbled residues of numerous civilizations are written the pathetic words "too late." There is an invisible book of life that faithfully records our vigilance or our neglect. "The moving finger writes, and having writ moves on." We still have a chance today, nonviolent coexistence or violent annihilation. This may well be mankind's last chance to choose between chaos and community (1967, p. 191)*

The process of achieving multiculturalism, if taken seriously, will also be expensive. The action steps outlined earlier will take money and time. When money, time, pain, and change are coupled together, it is easy to be discouraged and feel hopeless.

But on the other hand, what choice do we really have? Not embracing multiculturalism will be much more expensive.

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Barr



Strong

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LeNorman J. Strong is director of Cornell University's Willard Straight Hall. He has a bachelor's degree in business administration from the University of Texas, Arlington, and has completed a student personnel guidance and administration master's program at East Texas State University. Strong has done additional graduate work in Cornell's Human Service Studies Program Planning and Evaluation.

Attachment "C"  
CRS Guidelines

MEMORANDUM OF AGREEMENT

The following agreement emerged from a mediation between The State University administration and student representatives. The mediation team was recognized by the University as a Special Task Force for Better Racial Understanding. The agreement addresses issues of anti-discrimination policies and procedures at SU, minority students' lack of confidence in redress systems, the perception of cultural/racial insensitivity among students, faculty, and staff, and minority students' lack of voice in decision making. The mediation sessions which produced this agreement were convened by the Community Relations Service of the U. S. Department of Justice.

1. Issue: Anti-Discrimination Policies and Procedures.

SU's Affirmative Action Plan seems to clearly describe the University's responsibilities that deal with employment and employee/employer relations and response to court required actions. However, there is no clear statement of commitment to racial harmony (anti-discrimination) within the University community.

Proposed Actions. It is recommended that:

- a. the President issue a formal statement in support of the University's commitment to and responsibility for creating an environment for living and studying that is free from discrimination and that actively seeks harmony.
- b. the University adopt a clear and specific policy and procedure statement regarding anti-discrimination in campus life.
- c. a plan be developed to periodically present and interpret the University's policy and procedure on race relations to all University students and employees. The plan should encourage dialogue and exchange of ideas.

2. Issue: Improve Confidence in Current Redress Systems.

Proposed Actions. It is recommended that:

- a. a Multicultural Action Team (TEAM) be established as an advisory body to the President. The TEAM will monitor compliance with the University's policy, inquire into incidents, and recommend proactive or reactive responses directly to the President.

- b. procedures be developed to inform all campus constituency groups about the University's policy and how to process complaints of noncompliance.

3. Issue: Improve Cultural/Racial Awareness

Proposed Actions. It is recommended that:

- a. a staff development program that involves all University faculty and staff in cultural awareness training be implemented.
- b. positive cultural/racial awareness programing opportunities for all University students, faculty, and staff be developed and implemented. The plan should encourage dialogue and exchange of ideas.

4. Issue: Improve Minority Students' Voice in Decision Making.

Proposed Actions. It is recommended that:

- a. the Student Government adopt a statement acknowledging the benefits of the University's racially diverse community and affirming its commitment to encourage ethnic/racial representation in student governing and programing organizations.
- b. the Student Government's plan to actively encourage minority participation in student government and programing organizations should be provided to the TEAM on an annual basis.

The State University  
Page 3 of 4

Implementation of the AGREEMENT

The above recommendations represent an Agreement reached by the parties in response to concerns from minority students at The State University. The parties present this signed Agreement to the President of The State University for review and implementation. In presenting this Agreement to the President, the parties recommend that the Special Task Force for Better Racial Understanding monitor, review, and evaluate the progress on implementation of the "Memorandum of Agreement" and serve as the advisory body to the President until the Multicultural Action Team is constituted. It is recommended that the Multicultural Action Team provide annual reports to the President and the Community Relations Service on progress, needed adjustments, and future recommendations.

It is recognized by the parties that the actions of the University in response to issues addressed by this Agreement should include, but not be limited to, the actions identified by the Agreement. Finally, all parties understand that the Community Relations Service of the U. S. Department of Justice stands ready to assist as needed in the implementation process and any future review of issues identified.

The State University  
Page 4 of 4

The parties signed affirming this Agreement on 1988.

Student Representatives

Administration Representatives

\_\_\_\_\_, President  
Afro-American Student Association

\_\_\_\_\_, Vice President  
Student Services

\_\_\_\_\_  
Hispanic Student Association

\_\_\_\_\_, Vice President  
Academic Affairs

\_\_\_\_\_  
Residence Hall Association

\_\_\_\_\_, Dean  
College of Arts & Science

\_\_\_\_\_, President  
Student Government

\_\_\_\_\_, Chairman  
Black Faculty-Staff Association

\_\_\_\_\_, Member-at-Large

\_\_\_\_\_, Chairman  
Faculty Council

Witnessed by:

\_\_\_\_\_  
Nancy K. Ferrell, Conciliation Specialist  
Community Relations Service  
U. S. Department of Justice

## Multicultural Action Team

- I. Establish the Multicultural Action Team (TEAM) as a standing committee of the University.

- II. Purpose of the TEAM:

The Multicultural Action Team (TEAM) will serve as an advisory body to the President. The TEAM will monitor compliance with the University's policy, inquire into incidents, and recommend proactive or reactive responses directly to the President.

- III. Overall Responsibilities of the TEAM are to foster:

1. Equal administration of all policies and standards for all persons associated with the University.
2. Equal opportunity to participate in all aspects of University life (e.g., academic, social, political, administrative, cultural, and extra-curricular programs).
3. Improved communication, understanding, and cooperation between all cultural, racial, ethnic, and religious groups.

Objectives of the TEAM, based on specific concerns of the Task Force at this time include, but are not limited to, the following:

1. To identify and recommend procedures to eliminate barriers and controls which deny individuals the right to participate fully in campus life.
2. To monitor the actions of all University groups for compliance with the principles of racial harmony and multiculturalism.
3. To recommend implementation of programs and policies that highlight the University's commitment to fully recognize, incorporate, and benefit from the full range of cultures within the community.

#### IV. Membership

##### Composition

The membership of the TEAM shall comprise a cross-section of the University community. Membership shall be representative of many groups among students, faculty, and administration.

All TEAM members shall be committed to the philosophy of equal opportunity for and equitable treatment of all people without regard to race, color, creed, sex, or national origin. Members shall be committed to the principles of multiculturalism.

The TEAM shall consist of 12 members: 6 students, 3 faculty, and 3 administrators. TEAM members shall serve staggered terms, 2-year terms for students, and 3-year terms for faculty/administrators. No member shall serve more than two successive terms so that new ideas and outlooks can be infused into programs.

Of the six (6) student representatives on the TEAM, one (1) shall be a graduate student (selected from recommendations submitted by the Graduate Student Council), and at least three (3) shall be minority students.

Of the three (3) administrative representatives on the TEAM, one (1) shall be a "Staff" position (selected from nominations submitted by the Staff Advisory Council); one (1) shall be a "Dean/Director"-level position (nominated by the TEAM); and one (1) shall be a "Vice President"-level position, appointed by the President.

The three (3) faculty positions shall be selected from nominations from the Faculty Council.

The chairperson of the TEAM shall be at least a second-year member of the TEAM and shall be elected by the members of the TEAM.

##### Orientation

In the Spring Semester, the TEAM shall provide an orientation for the leadership of major student organizations (represented on the Vice President's Student Advisory Council), officers of the Faculty Council, and of the Staff Advisory Council for the purpose of making the leadership aware of what is expected of TEAM members, the nature of representatives needed to fill expected vacancies, the purpose and functions of the TEAM, and other related information.

##### Selection Process

SGA will solicit nominations from those student organizations who participated in the orientation session and will submit recommendations to the TEAM. The Staff Advisory Council and Faculty Council will submit their recommendations to the TEAM.

The TEAM will review all recommendations with a sensitivity to broad-based representation of the campus community, e.g., race, sex, living group, etc. The TEAM will then submit two (2) names for each vacant position to the President, who will make the final appointments.





## Department of Justice

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FOR IMMEDIATE RELEASE  
FRIDAY, APRIL 14, 1989

CRS  
301-492-5948  
(TDD) 301-492-5770

The Department of Justice today announced the implementation of a plan with the assistance of the Community Relations Service, a Justice Department Agency, to prevent racial and ethnic discrimination at McNeese State University in Lake Charles, Louisiana.

CRS Director Grace Flores Hughes said, "CRS is pleased to join Robert D. Hebert, the President of McNeese State University, in announcing the development and implementation of a comprehensive plan to improve racial and ethnic relations among the staff and the diverse student body on campus."

The plan evolved from a campus-wide assessment of the attitudes, knowledge, and opinions of officials, faculty and students, concerning actions or activities that could potentially form the bases for discriminatory acts. The assessment also included an historical and current review of race relations to find ways to improve racial and ethnic harmony on campus.

"University committees commissioned by President Hebert, and guided by CRS chief conciliator Augustus Taylor

-MORE-

-2-

from the Dallas regional office, developed and implemented a plan to communicate the university's anti-discrimination policy to students, faculty, and staff upon completion of the campus assessment," Hughes added.

The plan affirms all persons equal access to all university benefits and equal treatment in all aspects of university life. The plan also guarantees that all complaints alleging discrimination will be processed and appropriately addressed.

The Community Relations Service is an Agency of the Department of Justice established by the Civil Rights Act of 1964 to provide assistance to communities and persons therein in resolving disputes, disagreements, or difficulties relating to discriminatory practices based on race, color or national origin. It also assists in the resettlement of Cuban and Haitian entrants to the United States under the Refugee Education Assistance Act and Executive Order 12341.

## McNEESE STATE UNIVERSITY

CP-0024-11



OFFICE OF THE PRESIDENT

April 28, 1989

Dr. Sally Clausen  
Commissioner of Higher Education  
150 Riverside Mall, Suite 129  
Baton Rouge, LA 70801-1303



Dear Ms. Clausen:

Attached You will find a document which will be implemented in the fall of 1989 and will become the official anti-discrimination policy for McNeese State University. The purpose of this comprehensive plan is to improve relations among faculty and staff and the diverse student body on campus. The Communication Committee, a University committee composed of students, faculty, staff, and administrators was commissioned in the fall of 1988 to develop a plan which would affirm all persons equal access to all university benefits and equal treatment in all aspects of university life and to guarantee that all complaints alleging discrimination would be processed and appropriately addressed.

The plan evolved from a campus-wide assessment of the attitudes, knowledge, and opinions of officials, faculty, and students concerning actions or activities that could potentially form the bases for discriminatory acts. The assessment also included an historical and current review of race relations to find ways to improve racial and ethnic harmony on campus.

I gratefully acknowledge the work of Mr. Gus Taylor, chief conciliator from the Community Relations Service of the U.S. Department of Justice, who guided the Communication Committee throughout the entire process of developing this plan. He and his agency have expended a great deal of time and energy in helping McNeese, and their services to us have been invaluable.

Because of McNeese's continuing effort to promote harmony in all aspects of university life, regardless of locale, we will be more than happy to cooperate with and assist others who may be interested in developing a similar plan. The contact person at McNeese is Dr. Kalil P. Ieyoub, Vice President for Administration and Student Affairs.

Sincerely,

A handwritten signature in cursive script, reading "Robert D. Hebert".

Robert D. Hebert  
President

RDH/br

cc: Gus Taylor

P.O. BOX 93300  
LAKE CHARLES, LOUISIANA 70609  
(318) 475-5556 LINC 366-5556

06-0024-89

MCNEESE STATE UNIVERSITY  
RACIAL, ETHNIC, CULTURAL, AND HANDICAPPED AWARENESS POLICY  
APRIL 25, 1989

Assistance Provided by  
THE U.S. DEPARTMENT OF JUSTICE  
COMMUNITY RELATIONS SERVICE

## I. INTRODUCTION

McNeese State University recognizes that members of the University Community represent different ethnic, racial, and cultural groups. The University further recognizes that, in a pluralistic society such as ours, these differences must be recognized and respected by all who intend to be a part of the University Community.

It is not the intent of the University to dictate feelings or to mandate how individuals in their personal life should interact with others. It is however, the intent of the University that racial, ethnic, and cultural awareness be regarded as important to the education of its students. Our ability to work in a pluralistic society demands no less.

It is with this in mind that the University will establish the following programs and procedures to assist the University Community in the accomplishment of its mission.

## II. STANDARDS OF STUDENT BEHAVIOR

## A. DEROGATORY RACIAL REMARKS OR ACTS.

The use of any term or act that is racially derogatory will not be tolerated. Beginning in the Fall Semester of 1989, students who believe that another student is engaging in racially derogatory language or acts may report the incident to the Communication Committee's Complaint Chairman, the EEO Officer, or the Vice President for Administration and Student Affairs. The procedures as outlined in Section V, Grievance Policies and Procedures, will then be followed.

## B. DEROGATORY SEXUAL REMARKS OR ACTS.

The use of any term or act that is sexually derogatory will not be tolerated. Beginning in the Fall Semester of 1989, students who believe that another student is engaging in sexually derogatory language or acts may report the incident to the Communication Committee's Complaint Chairman, the EEO Officer, or the Vice President for Administration and Student Affairs. The procedures as outlined in Section V, Grievance Policies and Procedures, will then be followed.

## C. DISCRIMINATORY REMARKS OR ACTS AGAINST THE HANDICAPPED.

Any remark or act that is discriminatory against the handicapped will not be tolerated. Beginning in the Fall Semester of 1989, students who believe that another student is engaging in such language or acts may report the incident to the Communication Committee's Complaint Chairman, the EEO Officer, or the Vice President for Administration and Student Affairs. The procedures as outlined in Section V, Grievance Policies and Procedures, will then be followed.

The following statement will be added to the violation section of the Code of Student Conduct: "Any actions, including verbal or written statements, that discriminate against an individual or group on the basis of race, sex, ethnic background, or handicap."

## III. STANDARDS OF FACULTY AND STAFF BEHAVIOR

## A. PERSONAL OR ORGANIZATIONAL LIABILITY

Should a member of the University's faculty or staff be found guilty of a discriminating or harassing action, that individual, as well as the University, may be held responsible for any legal claim that may arise.

## B. DISCRIMINATION

Sexual harassment, racial discrimination, and discrimination against the handicapped are against the law and thus may be cause for discharge, termination of contract, or demotion. Any person wishing to lodge a complaint involving such misconduct against any member of the faculty at McNeese State University should give a written or oral statement to a faculty member or administrator who will forward the complaint to the Complaint Chairman, the EEO Officer, or the Vice President for Administration and Student Affairs who will then proceed in accordance with the guidelines in Section V and the Faculty Handbook.

Should the person making the accusations suffer harassment or discrimination as a result of filing the complaint, the University will view such actions as most severe and will seek the maximum sanction permitted.

## C. SEXUAL HARASSMENT/DISCRIMINATION

Definition of Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a nature which constitute harassment when:

- 1) submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment;
- 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; and/or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- 4) such conduct results in an individual being denied opportunities to advance professionally and academically based on sex rather than ability.

Examples of what may constitute sexual harassment under the guidelines of the enforcement agency for Title VII are as follows:

- a) subtle pressure for sexual activity;
- b) unnecessary patting or pinching;
- c) constant brushing against another employee's or student's body;
- d) "friendly" arms around the shoulder;
- e) "accidental" brushes or touches;
- f) deliberate assaults or molestations;

- g) demanding sexual favors accompanied by implied threats concerning an individual's employment or academic status;
- h) demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or academic status; and
- i) explicit offers of money for sex.

In light of the special authority and influence a faculty member has over his/her students, faculty should be particularly sensitive to the potential problems associated with dating a student in his/her class and would be well advised to avoid such contact while the student is enrolled in his/her class.

#### D. DISCRIMINATION AGAINST THE HANDICAPPED

Definition of discrimination against the handicapped: No otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

A disabled person is one "who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." Major life activities are functions such as "caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." This includes disabilities caused by AIDS, alcoholism, blindness/visual impairment, cancer, cerebral palsy, deafness/hearing impairment, diabetes, drug addiction, epilepsy, heart disease, mental illness, mental retardation, multiple sclerosis, muscular dystrophy, orthopedic, or speech problems, or perceptual handicaps, such as dyslexia, or developmental aphasia.

Requirements of the Rehabilitation Act, 1973.

- 1) No student may be excluded from any course or any course of study solely on the basis of handicap.
- 2) Modifications in degree or course requirements may be necessary to meet the requirements of some handicapped students.
- 3) Prohibitive rules, such as those banning tape recorders from classrooms, must be waived for some handicapped students.
- 4) Auxiliary aids (interpreters, note-takers) must be permitted in the classroom when they are required to ensure full participation of the handicapped students.
- 5) Alternative testing and evaluation for measuring student's achievement will be necessary for student's with impaired sensory, manual, or speaking skills (except where those skills are being measured).

- 6) Classes may have to be rescheduled to permit access for students with mobility impairments.
- 7) Special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaption in individual cases.
- 8) It is discriminatory to counsel handicapped students toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession.

#### E. RACIAL DISCRIMINATION

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

McNeese State University regulations specifically prohibit the following racially discriminatory actions:

1. Deny an individual any service, financial aid, or other benefit;
2. Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others;
3. Subject an individual to segregation or separate treatment in any matter related to his receipt of any service, financial aid, or other benefit;
4. Restrict an individual in any way in the pursuit of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit;
5. Treat an individual differently from others in determining whether he satisfies any admission, enrollment, quota, eligibility, membership, or other requirement or condition which individuals must meet in order to be provided service, financial aid, or other benefits;
6. Deny an individual an opportunity to participate in the program through the provisions of services or otherwise or afford him an opportunity to do so which is different from that afforded others;
7. Deny a person the opportunity to participate as a member of a planning or advisory body.



## IV. TRAINING PROGRAMS

The University will develop a mandatory training program for all faculty, staff, students, and organizations on cross-cultural relationships, sexual harassment, and discrimination on the basis of handicap or race.

The purpose of each training session is to inform the group of the conscious and unconscious ways one thinks and acts which stereotype the behaviors and appearances of those different from us. The training will define "prejudice" and "discrimination" so that each participant can recognize how what they might feel and think about others may have come from their own stereotyped beliefs rather than from fact and reality. The training will explore the stereotypes associated with people of color, with women, and with the handicapped. The training will demonstrate how prejudice (bias) and discrimination (action) occur between faculty and staff and students, students and students, and among organizations.

The training for student organizations will begin in the Fall of 1989. All members of each student organization approved by the Student Organization Committee must attend training sessions as designated by the University. Organizations not participating will be suspended for the remainder of the semester and will not be allowed to participate in campus activities, use McNeese State University facilities, or receive Student Government funds.

Time will be allotted during freshman orientation, classes in the core curriculum, meetings of athletic organizations, and resident hall associations to provide training for individual students. The administration will develop a one hour course for all students that deals with understanding of cross-cultural differences.

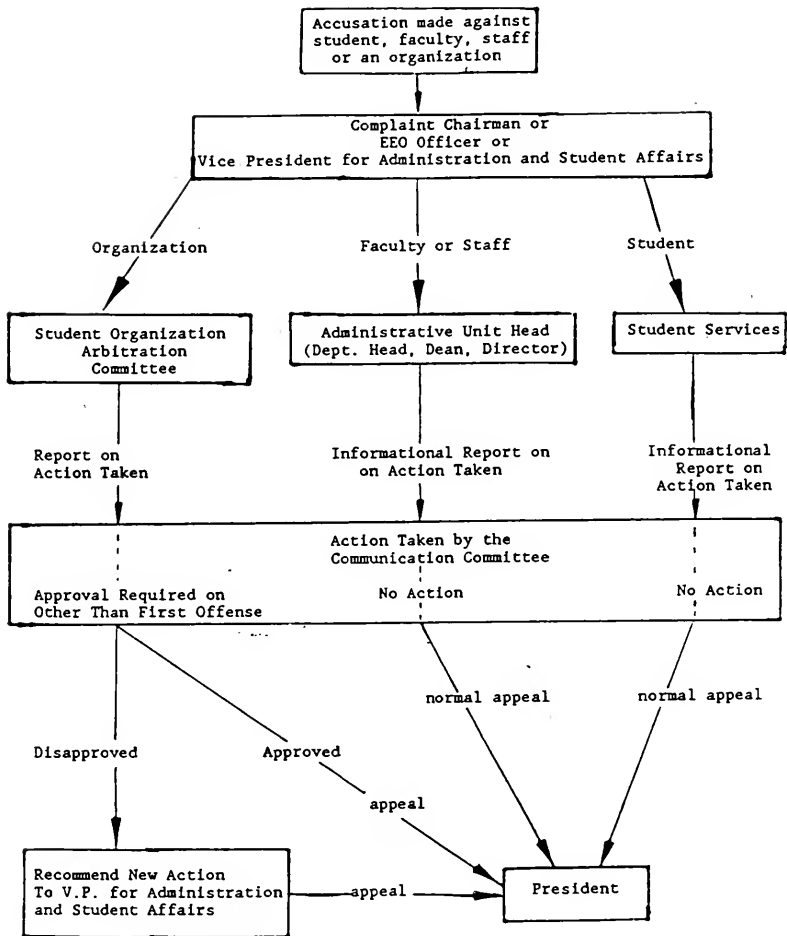
At each fall general faculty meeting, the president of the University will make a statement reinforcing the University's policies and procedures regarding discrimination.

The University will develop specific programs for the faculty and staff designed to demonstrate how discrimination can and does exist and ways to recognize these attitudes and behaviors. At each training session, the faculty and student codes of conduct should be discussed to emphasize that the use of discriminatory words and actions are not appropriate on this campus. The appropriate federal and state laws should also be discussed as necessary.

## V. GRIEVANCE POLICIES AND PROCEDURES

1. Should any member of the university community (student, staff, faculty, or administrator) feel that an anti-discrimination rule has been broken by any other member of the university community, he/she should give a written statement of the details of the allegation to the Complaint Chairman or mail it to the EEO Officer at Box 93248, or the Vice President for Administration and Student Affairs at Box 92455. That committee member will forward a complaint against an organization to the Student Organization Arbitration Committee. If the complaint is against an individual student it is sent to the Office of Student Services and if it against a faculty member, staff member, or administrator, it will be sent to his/her immediate supervisor. The person receiving the complaint will inform the person filing the complaint of the action taken.
2. Upon the filing of any complaint, the unit to which the complaint has been forwarded shall within 10 working days investigate the allegation and initiate appropriate action consistent with existing policies and regulations and shall inform the Communication Committee of its action.
3. The Communication Committee will receive informational reports concerning anti-discrimination action taken against students under the Student Code of Conduct and faculty, staff, or administrators under the existing policies of the governing boards or the University. The Committee shall have authority to approve action taken by a judicial body against an organization for a second or subsequent violation. The Committee may express its opinion on other actions to the appropriate person in the appeal process.
4. Should the Communication Committee not approve the action taken by a judicial body against an organization on a repeated violation, it may recommend an alternative action to the Vice President for Administration and Student Affairs. The Vice President shall make the decision as to which action to impose. His decision and the decision made by the judicial board in a first offense case may be appealed to the President within 5 working days. The Code of Student Conduct, the Faculty Handbook, and policy manuals for Civil Service and governing boards should be consulted for additional appeals procedures.
5. Each organization that is chartered by McNeese State University shall incorporate a Code of Ethics in its By-Laws. This Code shall contain the definitions and prohibitions adopted by the Communication Committee relative to discrimination with regard to race, color, sex, handicap, or national origin. Any group wishing to use MSU's facilities must abide by such a code of ethics.
6. These procedures will be implemented no later than January 1, 1990.

## CODE OF ETHICS VIOLATIONS FLOW CHART



## VI. FUTURE PROGRAMS

The University encourages organizations representing the various racial, cultural, ethnic, and sexual groups to interact with each other in a learning and sharing experience. This can be accomplished through the implementation of socials and projects co-sponsored by these organizations.

Cross-cultural groups from McNeese State University should work with the community groups in the establishment of programs for tutoring youth in the community or work with the University and the local police department in the establishment of neighborhood youth centers that would assist youth from all groups in their education and social development.

Student groups should develop a series of cross-cultural conferences to discuss and explore methods of solving actual or perceived problems believed to create racial unrest.

Because of the University's continuing effort to assure racial harmony, the training offered to the students, faculty, and staff will be offered upon request to any organization in the five parish area served by McNeese State University.

## MUTUAL AID PACT

## Memorandum of Understanding

The following memorandum of understanding emerged from a series of meetings between the McNeese State University Police Department, Lake Charles Police Department, and the Calcasieu Parish Sheriff's Department. The three jurisdictions have joined forces to ensure that there will be mutual assistance given to any of the three jurisdictions when the need arises. The three jurisdictions were convened by the United States Department of Justice Community Relations Service for the purpose of developing this mutual aid pact.

In the event of any situation requiring the use of additional law enforcement personnel on the campus of McNeese State University, the Chief of the McNeese State University will request assistance from the Lake Charles Police Department and the Calcasieu Parish Sheriff's Department. No other personnel from the McNeese Police Department is authorized to request said assistance. In the event of the Chief's absence from the campus, the acting Chief will be so designated to exercise this authority.

The Lake Charles Police Department and the Calcasieu Sheriff's Department will each provide five officers who will be available to assist the officers at McNeese State University. If there is a need for additional personnel the jurisdictions will provide same as requested. Once on the campus, the officers from the two jurisdictions will be temporarily under the command of the McNeese Police Department for the duration of their assignment on the campus.

The Lake Charles Police Department and the Calcasieu Sheriff's Department will develop a radio code by which the officers who have been selected for this mutual aid pact will respond and immediately report to the campus. This code will also be a signal to other law enforcement personnel from these jurisdictions to stay clear of the campus unless summoned.

The officers selected for this program will receive training in crowd control, civil rights and handling protest groups. Training will be provided by the United States Department of Justice, Community Relations Service.

To every extent possible the McNeese police personnel will be the arresting officers; the Calcasieu Parish personnel and the Lake Charles personnel acting as support and transferring personnel as needed.

It is understood by the parties that this mutual aid pact is a beginning point and may be expanded whenever parties mutually agree. It is further understood that the parties may cancel the agreement at any time.

The parties signed affirming this agreement on 5/15/69.

Haynes M. Elmer  
Sheriff Calcasieu Parish

Sam L. L...  
Chief of Police Lake Charles

Charles L. L...  
Chief of Police  
McNeese State University

Witnessed by:

Augustus Taylor  
Chief Conciliator  
Community Relations Service  
Region VI, Dallas, Texas  
U. S. Department of Justice

## APPENDIX 3



## COMMUNITY RELATIONS SERVICE

REGIONAL OFFICES AND  
STATES WITHIN EACH REGION**Region I - New England***Regional Director: Martin Walsh*

Suite 1820

99 Summer Street

Boston, MA 02110

(617) 424-5715

(617) 424-5727 (fax)

Servicing: CT, MA, ME, NH, RI, VT

**Region II - Northeast***Regional Director: Patricia Glenn*

Room 3402

26 Federal Plaza

New York, NY 10278

(212) 264-0700

(212) 264-2143 (fax)

Servicing: NJ, NY, PR, VI

**Region III - Mid-Atlantic***Regional Director: Jonathan Chace*

Room 208

2nd and Chestnut Streets

Philadelphia, PA 19106

(215) 597-2344

(215) 597-9148 (fax)

Servicing: DC, DE, MD, PA, VA, WV

**Region IV - Southeast***Regional Director: Ozell Sutton*

Room 900

75 Piedmont Avenue, NE

Atlanta, GA 30303

(404) 331-6883

(404) 331-4471 (fax)

Servicing: AL, FL, GA, KY, MS, NC, SC, TN

**Region V - Midwest***Regional Director: Jesse Taylor*

Suite 420

55 West Monroe Street

Chicago, IL 60603

(312) 353-4391

(312) 353-4390 (fax)

Servicing: IL, IN, MI, MN, OH, WI

**Region VI - Southwest***Regional Director: Gilbert J. Chavez*

Suite 250

1420 W. Mockingbird Lane

Dallas, TX 75247

(214) 655-8175

(214) 655-8184 (fax)

Servicing: AR, LA, NM, OK, TX

**Region VII - Central***Regional Director: Atkins Warren*

Room 2411

911 Walnut Street

Kansas City, MO 64104

(816) 426-2022

(816) 426-7512 (fax)

Servicing: IA, KS, MO, NE

**Region VIII - Rocky Mountain***Regional Director: Leo Cardenas*

Room 650

1244 Speer Blvd.

Denver, CO 80204-3584

(303) 844-2973

(303) 844-2907 (fax)

Servicing: CO, MT, ND, SD, UT, WY

**Region IX - Western***Regional Director: Julian Klugman*

Suite 1840

33 New Montgomery Street

San Francisco, CA 94105

(415) 744-6565

(415) 744-6590 (fax) Data: (415) 744-6589

Servicing: AZ, CA, GU, HI, NV

**Region X - Northwest***Regional Director: Robert Lamb, Jr.*

Room 1898

915 Second Avenue

Seattle, WA 98174

(206) 220-6700

(206) 220-6706 (fax)

Servicing: AK, ID, OR, WA



## FIELD OFFICES

(11) Miami Field Office - Region IV  
*Field Office Director: Jay LaRoche*  
 Room 424  
 51 SW First Avenue  
 Miami, FL 33130  
 (305) 536-5206  
 (305) 536-7363 (fax)

(12) Detroit Field Office - Region V  
*Field Office Director: Gustavo Gaynett*  
 Room 608  
 231 W. Lafayette Blvd.  
 Detroit, MI 48226  
 (313) 226-4010  
 (313) 226-2568 (fax)

(13) Houston Field Office - Region VI  
*Field Office Director: Efraim Martinez*  
 Room 12605  
 515 Rusk Avenue  
 Houston, TX 77002  
 (713) 229-2861  
 (713) 229-4862 (fax)

(14) LOS ANGELES FIELD OFFICE - REGION IX  
*Field Office Director: Julian Klugman*  
 Suite 1880  
 888 South Figueroa Street  
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 (213) 894-2880 FAX  
 Joel Benavides - voice (213) 894-2941  
 Vermont McKinney - voice (213) 894-2839  
 Stephen Thom - voice (213) 894-2810

## HEADQUARTERS OFFICE

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